

WeACT

1 Non-verbal communication		
	Level 1 Uses non-verbal communication such as aggressive stance/gestures; OR intense staring; OR sarcastic tone of voice; OR inappropriate physical contact such as rigid or overly-friendly contact; OR ignores child	
	Level 2 Does not demonstrate sufficient non-verbal communication (e.g. eye contact, gestures, tone of voice); OR turns away from child	
	Level 3 Demonstrates good non-verbal communication behaviours and expressions of engagement, enthusiasm and support such as smiling, clapping, eye contact, nodding; friendly tone of voice and facial expressions.	
		Level 4 ...demonstrate appropriate non-verbal communication matching the child's age and ability such as sympathetic body stance; comforting body language; getting on the level of the child
2 Verbal communication (Active listening)		
	Level 1 Uses harsh OR aggressive OR stigmatising language when talking to the child; OR uses inappropriate language; OR blames the child for not understanding what they are saying; OR repeatedly interrupts child	
	Level 2 Uses verbal language that is not compatible with child age and ability; OR does not adjust his/her language to the level of the child; OR uses mostly closed questions, e.g. "will you or can you?"	
	Level 3 Uses appropriate language depending on the age and ability of the child; uses communication techniques such as asking open-ended questions; clear presentation of information	
		Level 4 ... demonstrates verbal communication skills to ensure child's understanding, such as repetition, asking questions for clarification, and summarizing/reflection; uses (culturally) familiar/appropriate idioms/sayings
3 Rapport and relationship building		
	Level 1 Creates a distrustful atmosphere by being inattentive and dismissive; OR demonstrates inappropriate relationship with the child such as being overly cold; authoritative; alternatively, overly affectionate or close.	
	Level 2 Does not apply relationship building techniques such as engage in simple interaction to make the child feel at ease; does not introduce him/herself; dominates the interaction by talking about his/her own experiences	
	Level 3 Talks in an open way with the child using relationship building techniques such as small talk, introductions, informal conversations	
		Level 4 ... uses subjects about life matters appropriate to the age, situation and ability of the child; making the child feel at ease by focusing on, or being in tune with, the child's needs in the interaction

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4 Empathy, warmth and genuineness		
	Level 1 Is critical; OR hostile; OR dismissive or blaming, mocking; OR ignoring the child's emotional responses; OR making jokes and laughing at the child; OR making minimizing statements (e.g. why do you think you are special or need extra help?)	
	Level 2 Jumps to problem solving before providing an empathic response or validating the child's emotions; OR problem solving also focuses on only material needs and does not consider emotional needs; OR doesn't respond verbally to the child emotional experience or point of view.	
	Level 3 Demonstrates genuine interest, kindness and warmth in a clear, confident manner	
		Level 4 ... demonstrates and communicates understanding, awareness of, and sensitivity to the experiences of the child and its impact on their feelings and actions
5 Supporting the reflection and reframing of child's thoughts and feelings		
	Level 1 Reflects on child negative thoughts and feelings inappropriately in such a way that puts the child down such as getting angry; OR making the child feel guilty; OR inferior for his/her thoughts and feelings; OR reinforces negative thoughts and feelings	
	Level 2 Does not participate in rephrasing or refocusing on the negative thoughts to the child when it is obvious that it is necessary (for example, when children mention that they are unable to do anything or do not know anything).	
	Level 3 Ability to reflect on the child's negative feelings and thoughts, and actively engages with the child to reframe these to create a different way of looking at anything a situation or relationship	
		Level 4 ... follows up with the child to confirm that the child understood the reframing, which resulted in changed meaning, while not overpromising or promoting unrealistic expectations
6 Manages and facilitates group work effectively (Group management skills)		
	Level 1 Does not take responsibility for managing the group; OR does not intervene when the group becomes chaotic and unsafe for the child participation	
	Level 2 Does not effectively manage the group, e.g. lack of planning, lack of effective time keeping, lack of necessary resourcing, or lack of structuring activities	
	Level 3 Demonstrates ability to lead a group; has a clear structure for the session including necessary resources; is able to keep time and maintain a positive, respectful and organized interaction	
		Level 4 ... demonstrates ability to organize group work in such a way that participants are clear of the session objectives; explicitly discussed whether session goals have been achieved

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7 Ensures children's meaningful participation		
	Level 1 Intentionally excludes the child; OR forces participation even when it visibly distresses the child	
	Level 2 Allows the child to contribute but ignores his/her suggestions and the facilitator imposes his/her own ideas, thoughts and choices for activities; OR does not notice the child not participating in the activities	
	Level 3 Actively supports equitable engagement and participation of the child; ensures the child understands what the activity is about and their role within that; demonstrates engaging the child through actively recognizing child's ideas and suggestions	
		Level 4 ... ensures the child is an active part of the decision making process and communicates to him/her what happens with their input and their expected influence; finds the balance between pushing the child's boundaries and being respectful of the child's boundaries.
8 Behaviour management (Demonstrates behaviour management skills)		
	Level 1 Punishes the child by using physical or emotional punishment such as beating; OR shouting; OR humiliation; OR isolation; OR calls out negative behaviours of the child "don't behave like this one"; OR shows inconsistency in behaviour management, rewarding and disciplining; OR takes sides in conflicts between children	
	Level 2 Does not use any behavioural reinforcement techniques; does not notice signs of stress and anger in a child; OR does not implement strategies to prevent/intervene when there is stress OR fosters or does not dispel anger and conflict within the group	
	Level 3 Uses behavioural management techniques that are appropriate for both the behaviour and age; praises and encourages child for their efforts to address their anger and stress as well as for rule following; communicates clearly to the child what the behavioural expectations and consequences are during the activities	
		Level 4 ... gives child opportunities for self-correction; uses strategies to prevent misbehaviour by noticing and preventing triggers; co-creates rules with children to ensure a sense of belonging and control
9 Problem solving (Applies techniques to solve children's problems)		
	Level 1 Does not/refuses to acknowledge there is a problem; OR blames; OR punishes the child for the problem; OR suggest unthoughtful or harmful solutions.	
	Level 2 Only identifies problems but does not engage in problem solving process, leaving the child to manage it by his/herself; OR gives personal advice, but does not listen to the child; OR directly goes into referral mode without engaging with the presented problem or, when referral is not relevant, appropriate or necessary	
	Level 3 Supports the child to identify and define the problem, jointly find solutions and put a plan of action in place that could include referral, when necessary.	
		Level 4 ... supports the child to find solutions to their problems using techniques such as brainstorming, checking and weighing pros and cons and prioritizing solutions; collectively develops plan of action which includes identifying external support

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10 The ability to identify and understand the child's needs	
	Level 1 Intentionally investigates about the child's traumatic history without introductions or consent, or without investigating about risks that possibly harm the child
	Level 2 Does not discuss or acknowledge or ask about the child's needs and situation; OR does not ask about his/her life events
	Level 3 Actively aware of, identifies, explores and assesses the child's needs; asks for relevant life events/current circumstances/daily stressors; uses child-friendly assessment techniques; assesses the potential risk to doing harm to the child.
	 Level 4 ...discusses (if appropriate) the impact of events or stressors on the child's well-being; helps the child manage his/her expectations; identifies appropriate referrals to other services (if needed) to improve his/her circumstances
11 Detects and observe for child abuse, exploitation, neglect, violence and self-harm	
	Level 1 Ignores signs of abuse and does not refer for care and support; OR threatens to report child's disclosure of abuse to perpetrating party; OR makes dismissive statements about abuse, harm to self/suicidality; OR accuses or punishes child for abuse, exploitation, self-harm
	Level 2 Does not notice signs of abuse, neglect, lack of participation in activities and (self-) harmful behaviour; OR even if does notice and attends to, does not follow up to it unintentionally.
	Level 3 Attends to and follows up with visual signs of abuse, neglect and (self-) harmful behaviour (by making referral to appropriate relevant focal point).
	 Level 4 ... facilitates appropriate planning and actions (this could involve getting the consent from the child and, if relevant, from the parents.) Manages expectations about gains or consequences to assure safety including making referral to appropriate relevant focal point.
12 Demonstrates collaboration with caregivers and other actors	
	Level 1 Demonstrates disrespectful interaction by ignoring; OR dismissing any concerns or opinions of caregivers and other actors; OR expressions of low regard to the importance of the parent's role and influence.
	Level 2 Only works with the child and does not engage with caregivers and other actors in any way including passing on information; OR keeping them updated; OR discussing concerns they may have in regards to a specific child.
	Level 3 Cooperates with caregivers when caregivers take the lead, such as requesting consent, answering questions from caregivers; provides relevant information to caregivers.
	 Level 4 Proactively seeks to engage with caregivers by taking the lead in building collaboration with them through planning and problem solving meetings (if beneficial) rather than dictating involvement; supports collaboration with other organisations.

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13 Ability to be inclusive	
	<p>Level 1 Shows favouritism to certain children; OR intentionally marginalizes the child based on characteristics in box X; OR allows the child to marginalize and discriminate against their peers; OR chooses activities that are exclusive to the child.</p>
	<p>Level 2 Lacks awareness on difference and diversity and as such is not able to be adaptive to ensure each child has the equitable level of engagement.</p>
	<p>Level 3 Is able to ensure that the child has equitable opportunities by ensuring open and fair participation; actively encourages children at risk for exclusion to join the sessions or activities.</p>
	 <p>Level 4 Is able to ensure equitable access to activities by proactively identifying the child who is at risk of exclusion; recognizes differences and diversity among children and selects, adapts and conducts activities that ensure the child is included regardless of the child's demographic and personal characteristics (see box X)</p>
14 Giving and receiving feedback	
	<p>Level 1 Gives harsh or unfair feedback to the child; OR make the environment unsafe for the child to give feedback; OR blames or punishes a child for negative feedback; OR ignores feedback from the child.</p>
	<p>Level 2 Does not provide feedback in a timely or positive manner; OR does not adapt feedback to the audience (developmental stage); OR does not provide feedback at all to the child; OR does not listen to feedback provided by the child.</p>
	<p>Level 3 Gives feedback in a timely, appropriate and positive manner; adapt the feedback to the child's developmental stage; actively listens to feedback given from the child.</p>
	 <p>Level 4 ... uses appropriate techniques (sandwich methods, using clear examples); checks if the given feedback was clear, understandable, and accepted; pro-actively and openly seeks feedback</p>