

C2Y Youth Trainer Feedback

<p>1. Body Language</p> <ul style="list-style-type: none"> ● Do they look comfortable? ● Are they prepared to sit and listen? ● Do they look stiff? ● Are they fidgeting? ● Do they look connected and interested? ● Do they move away? 	<p>6. Power/participation/control in decision-making</p> <ul style="list-style-type: none"> ● Who is in control of setting the agenda? ● Who is in control of how much the youth discloses and what topics are explored? ● Who leads and who responds? ● Do they listen to the young person and what s/he wants? ● Do they respect the young person's boundaries and rights? ● Do they understand how a team decision can affect the individual if it's imposed? ● Does their decision leave the young person feeling hurt, excluded, or forced to do something against their will?)
<p>2. Eye Contact and Facial Expression</p> <ul style="list-style-type: none"> ● Do they look at the young person? ● Are they focused? ● Are they day dreaming or in the clouds? ● Do their expressions change if they are shocked, judging, or disbelieving the young person? ● Are they communicating understanding through nodding their head and tuning in? ● Do they lash out? 	<p>7. Identifying and Responding to the Young Person's Need</p> <ul style="list-style-type: none"> ● Can they see what the real problem for the young person is? ● Do they tend to the young person's emotions? ● Does the young person feel respected or like they've lost him/herself? (hurt, unsupported, neglected) ● Do they provide appropriate alternatives for dealing with the situation?
<p>3. Attentiveness</p> <ul style="list-style-type: none"> ● Are they paying attention? ● Are they listening? ● Do they pick up cues? ● Is time a factor or are they willing to take the time it takes? ● Do they ask questions and/or for clarification to further the conversation? ● Do they pretend the young person isn't there? 	<p>8. Objective</p> <ul style="list-style-type: none"> ● Do they take sides? ● Do they cover the backs of adults just because they are part of the field? ● What are they paying attention to: the content of the story or the young person's feelings/experiences? ● Can they accept that adults and professionals don't always do things right?
<p>4. Communication</p> <ul style="list-style-type: none"> ● Do they communicate understanding? For example, nodding or giving examples from their own experiences. ● Are they getting their point across? ● What kind of language are they using? Is it laid-back and easy for everyone to understand or are they using professional jargon? ● Do they want to move into action before the young person is ready? ● Do they finish the young person's sentences? (Do they assume instead of listening?) ● Do they try to get at the root of the problem? ● Do they just provide useless advice or impossible solutions? (Example: not doing well in school, telling you that you need to do better) ● How do they try to get their point across? (What is their motivation? When do they say it? How do they say it?) 	<p>9. Attitude</p> <ul style="list-style-type: none"> ● Positivity: are they optimistic and open to what happens or is said? (Not blocking, defensive, or closed off) ● Do they look "stink"? (rude, feisty, can you see their judgments of the young person) ● How do they respond or feel about the young person? ● How do they perceive young people? Do they have negative stereotypes? ● Are they with it? Can they relate to you? For example, saying things like "I've never been there but I can understand..." ● Do they foster mutual respect with the young person? ● Do they act like they "know it all" because they are the adult? ● Do they trust the young person?
<p>5. Tone of Voice</p> <ul style="list-style-type: none"> ● Does it sound like they want to be there? ● How's the volume? ● Is the tone matched to the client or does it sound phoney, sarcastic, or like false caring? ● Does their tone sound compassionate? 	<p>10. Understanding of Young People</p> <ul style="list-style-type: none"> ● Do they understand why young people think what they think, do the things they do? ● Do they understand the emotional experiences of growing up in the system?