

Introduction Call

Before you start – Remember:

- Remind yourself of the Mentor's Guidelines and the Safeguarding Code of Conduct
 - Keep your tone friendly and conversational to begin the mentoring relationship positively
 - Take note of the family's answers to ensure you can complete the call log after the call
 - We should not put pressure on a family to take part – it's ok if they don't want to for any reason
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Introduce yourself

Share: If this is your first time to speak to this family, take some time to share a little bit about your role and to find out something about them. You might talk about your family, your role in your church, organisation, or project, or your experience during this crisis. If you already know the family, spend a few minutes checking how they are doing.

Introduce the project and invite to participate

Explain: What is the project? We know that this is a difficult time for parents and families. Through these calls we will have the opportunity to discuss some of these challenges and think about how we can support each other and care for our children at this time. We will look at six key themes including talking about COVID-19, how we deal with stress and anger, how we can deal with children's behaviour, helping children to stay safe and how we can support children's learning.

What will you need to do? Explain that one adult and one child will take part in the call each week. The calls will take about 30 minutes in total of the adult and child's time for six regular sessions. They will need to be available for these calls and to keep to arranged times as much as possible. They need to be willing to talk about the material together and try to put it into practice in between calls.

Ask: Based on this information, would you be happy to take part in this project? Do you think you can be available for all 6 weeks?

While we know that parents may have unexpected changes to schedules and may sometimes need to rearrange sessions, they need to expect to be available for the full course of sessions to be accepted for the project.

Share: If the adult agrees to be part of the project and believes they will be able to honour the time commitment, share more information:

Consent: explain that they and the child can choose to end their participation at any time, and we will always check that they are still happy to participate during each call.

Which child should participate:

Explain that any child between 5-18 may take part, but that it needs to be the same child each time to enable the mentor to build a trusting relationship with the child. All children in the family will benefit from the project through the shared activities and learning. Encourage the adult to consider which child might benefit most from these sessions, and not necessarily to choose the most 'obvious' child – it does not need to be the eldest child, nor does it have to be a girl or boy. They should also not exclude children with disabilities if they are able to take part in a phone call. A child who seems to be struggling during this time may benefit more from the programme than a child who is coping well.

Inform the parent that their child with special needs can also be part of this project depending on his/her verbal ability and severity of their difficulties. The time will be shorter in case of a child with special needs.

Collecting information: Explain that you will need to gather some information about the family in order to keep a good record of the project. You will also log some brief information after each call. Explain that this data will not be linked to them as an individual family when it is analysed, but will be used to help us to know who is being reached by the project in general, so we can improve it and learn from it.

Ask: Knowing all this, are they still happy to take part in the project?

If yes, continue with collecting the baseline information below. If no, thank them for their time and end the call.

Family information

Take notes in this section to enable you to complete the call log with the following information:

Ask: Which adult in the household will take part in the phone calls?

- Are they: male/female
- Do they have any kind of disability?

Which child in the household do you expect will take part in the phone calls each week? (*Explain that they should explain the project to the child after this call and check that they are happy to participate*)

- What age are they?
- Are they male/female?
- Does the child have a disability?

If the child has special needs:

It is important that you take information about the child with special needs and then decide if he/she is illegible to take part in the project.

Consider asking the following questions:

- Age of the child with special needs?
- Diagnosis of the child with special needs?
- If he/she are receiving any type of intervention?
- Is the child with special needs verbal or nonverbal?
- Does the child with special needs enjoy communicating with others?
- Does the child with special needs get disturbed from sensory stimuli? i.e., sound and light?
- Maximum attention span of the child with special needs?
- Does the child with special needs enjoy communicating through video or voice calls?
- Ask about child's daily routine and the type of reinforcers used with the child.
- Ask about the child's interests to grab their attention or discuss with them during upcoming phone calls (e.g., if a child is interested in Space, we would introduce the session with something related to planets)

Note:

- This project is not applicable for children with special needs who are
 - o Completely non-verbal
 - o below age 5 years
 - o Have severe symptoms of Autism Spectrum Disorder
 - o Have severe Intellectual Disability
 - o Have severe Attention-Deficit/Hyperactivity Disorder, i.e., cannot concentrate for more than 15 minutes
 - o Have severe anxiety communicating with others
- Inform the parents that it is preferable that they are available during certain calls
- Inform the parents that video calls are preferable over voice calls
- Note that the child with special needs will be anxious the first session, if needed use the first call to chat and present yourself to him/her only.

Explain: We also need to collect some simple information about who is living in your household and what life is like for your family at the moment.

Ask: Who lives in the household? How many children (girls and boys) and how many parents or caregivers (male or female)?

- Do any of the adults or children have a disability?

Ask: Think back to before this crisis (e.g. in December 2019):

- On the last day that schools were open, how many of your school-aged children attended school?
- On the same day, how would you describe whether you had enough to eat? [Not enough / just enough / more than enough]

And now thinking about how things are currently:

- If schools are open ask: Last Monday, how many of your school-aged children attended school? If schools are currently closed, ask: how many of your school-aged children are able to continue learning at home?
- How would you describe whether you had enough to eat yesterday? [Not enough / just enough / more than enough]

If the child does not attend school, ask what special educational program, center, or institution s/he attends.

If you are concerned that the family does not have enough food, refer them to your programme supervisor or a helpline or services recommended by your supervisor.

Ask: How does the household access the internet? [smart phone/other in house/outside house/no access]

Close the call and arrange your first session

- Thank the adult for their time and agree a time when you will make the call for the first mentoring session.

Ask the parent if you can talk to the child with special needs to introduce yourself.

Inform the parent to brief the child with special needs about the project; i.e., parents should tell the child the following: "you will be talking to someone over the phone/video call, every week (day and time). This person is like (name of therapist or coach). She/He will ask you a few questions and do certain activities with you. Are you interested in having the call with (name of mentor?" Do you want to talk to him/her to get to know her/him?". Inform the parent that they should not force the child with special needs to participate.

Ask the child as well if he/she is willing to participate in the project. Inform the child that you will be calling every week at the same time and same day (it is very important to be consistent with the calls regarding date and time). Also inform the parents to remind the child with special needs a day prior to the call so that the child with special needs expects the call and is prepared for it.

Option: Ask the child to point to the visual to specify if they agree or disagree to take part (Picture 1-1).

After the call

- Complete the mentor's call log now, assigning the family an ID as per your programme supervisor's instructions (e.g. Country Code – City – Mentor name – Family number e.g. INDIA-DELHI-BARKER-#1) and completing the questions for 'First Call: Introduction'
- Make sure you make a note of the agreed time for the first mentoring session and that you keep this appointment
- If the family did not choose to participate, keep a record and let your programme supervisor know
- Contact your supervisor if any safeguarding issues have been raised or if you have any concerns

Contact the child's therapists (if needed): Special educator – Psychologists – Occupational Therapists – Speech and Language Therapists – Psychomotor Therapists – ABA specialist upon receiving consent from the parents to gather further information regarding the child's skills, such as, strategies that the child is used too, attention span, what reinforcers does the child enjoy, intellectual capacity, behaviors to take note off. etc.

NB – images to share (your programme supervisor will share these with you)



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