



### **EBP SESSION PACKET**

### **CBITS & BOUNCE BACK**

## English

### **Required Forms**

1. Bounce Back Child Session Information:

Bounce Back Child Individual Session Form  $\Box$ 

Bounce Back Caregiver Individual Session Form  $\Box$ 

Bounce Back Group Session Form  $\Box$ 

2. CBITS Child Session Information:

CBITS Individual Child and Caregiver Session Form  $\Box$ 

CBITS Group Session Form  $\Box$ 

3. Group Attendance Form  $\Box$ 





#### **Bounce Back Child Individual Session Form**

Group Leader:	Client Initials:	Client ID:
•		

Bounce Back Session Objectives How well did you and the individual meet each objective?	How well did you and the individual meet each objective?		1	2	3 (conjoint)
1= Not Met/Not Attempted, 2= Somewhat Met, 3= Mostly Met, 4= Completely Met	Y = Yes, $N = No$	/	/	/	
Child					
Provide rationale for trauma narrative			1234		
Reduce anxiety when remembering trauma			1234	1234	
Build rapport and trust			1234	1234	
	Help child create trauma narrative outline		Y N	Y N	
	Begin imaginal exposure to stressful or traumatic event	Y N	Y N		
	Ask child to rate parts of story using fear thermometer	Y N	Y N		
	Prepare child to share trauma story with parents at conjoint	session		Y N	
	Prepare child for end of session/return to class	Y N	Y N	Y N	
Prepare parent for the best way to support their child					1234
Normalize difficulty of hearing/seeing trauma					1234
	Review child's story with parent				Y N
	Review maladaptive thoughts child has				Y N
	Hand out and review "Tips for Listening to Your Child" hand			Y N	
	Do trauma narrative role play with parent			Y N	
	Have child share trauma narrative story with parent			Y N	



Group Leader: \_\_\_\_\_

Client Initials: \_\_\_\_\_



Client ID: \_\_\_\_\_

	S	ession #:	1	2	3
Bounce Back Session Objectives How well did you and the individual meet each objective? 1= Not Met/Not Attempted, 2= Somewhat Met, 3= Mostly Met, 4= Completely Met	Bounce Back Session Activities Did you and the individual complete the activity? Y= Yes, N= No	Date:	/	1	/
Caregiver					
Reduce stigma around trauma exposure and reactions	-		1234		
Lay ground work for improving parent-child communication	-		1234		
	Introduce yourself, explain your role in group and purpose of parer	nt session	Y N	Y N	Y N
	Discuss prevalence of trauma exposure and PTSD		Y N		
	Review common reactions to stress or trauma		Y N		
	Introduce CBT triangle and treatment rationale		Y N		
	Introduce feelings identification and hand out feeling cards		Y N		
	Introduce physiological feelings and relaxation	Y N			
Educate parents about techniques used in the program				1234	1234
Enable parents to support children during the program				1234	1234
	Guide group in what we mean by "thoughts" and how to identify the	em		ΥN	
	Explain idea of Courage Cards and Double Bubble practice			ΥN	
	Provide rationale for individual meetings and trauma narrative			ΥN	
	Describe avoidance			Y N	
	Describe ways to gradually face anxiety (I Can Do It Ladder)			Y N	
	Review importance of social support				Y N
	Review "What to Do When You're Feelings Thermometer is Rising problem solve	" as a way to			Y N

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Group Leader: Group Name:	Bounce Back Child Gro		orm	T -		e remember t					1	
Bounce Back Session Objectives	Bounce Back Session Activities	Session #:	1	2	3	4	5	6	7	8	9	10
How well did your group meet each objective? 1= Not Met/Not Attempted, 2= Somewhat Met, 3= Mostly Met, 4= Completely Met	Did your group complete the activity? Y= Yes, N= No	Date:	/	/	/	/	/	/	/	/	/	/
1: Treatment Expectations, Introductions, Psychoeducation		-						•				
Build group cohesion			1234									
Reduce anxiety about participating in group			1234									
	Provide info about what students can expect		Y N									
	Create and review rules, confidentiality, reward pr	ogram	Y N									
	Provided psycho-educational piece		Y N									
	Activities assignment		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
2: Rationale, Feelings, and Positive Activities				~~					~			
Reduce stigma about trauma-related symptoms				1234								
Develop language to identify and label feelings				1234								
Encourage parent-child communication about symptoms				1234								
	Activities review			Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Introduce CBT triangle			Y N								
	Read picture book and point out common reaction	ns to stress		Y N		-						
	Teach ways to identify and name feelings			Y N								
3: Body Feelings/Relaxation Training					8 4 5 5 1							
Teach link between body reactions and feelings	-				1234							
Build skills-muscle relaxation, deep breathing, positive imagery					1234							
	Fear thermometer				Y N							
	Review CBT triangle				Y N			Y N				
	Lead group in relaxation exercise				Y N		Y N	Y N	Y N	Y N	Y N	
4. Heine Helefel Theorem	Discuss body feelings				Y N							
4: Using Helpful Thoughts	-					×						
Build skills-observing own thoughts and interpretations	-					1234 1234						
Link thoughts, feelings, and actions	Use comic vignettes to link thoughts, feelings, act	iono			•	1234 Y N						
	Lead students in identifying helpful thoughts-court					X Y N						
5: "I Can Do It Ladder" (In-vivo Exposure Hierarchy)	Lead students in identifying helpful thoughts-court	age carus									***********	
Identify trauma-related avoidance							1234					
Plan to decrease avoidance							1234					
Plan to decrease arxiety through approaching trauma reminders	-						1234					
Than to decrease anxiety through approaching tradma terminaers	Describe an analogy related to avoidance						Y N					
	Hand out ladders and help fill out top rung						YN					
	Help students identify feasible bottom rung step o	n ladder					Y N					
6: Review Coping Skills				••• <b>•</b> ••••••••••••••••••	<u></u>		*		ו••••••••••••••••••••••••••••••••••••	•••••••••		<u></u>
Review concepts to see how students are using skills	1							8 1234				
	Review feelings/thoughts/actions							Ý N				
	Have students lead group in relaxation exercise							Y N				Y N
7 & 8: Introduction and Practice to Social Problem Solving								<u></u>				
Help children identify support people and how to reach out									1234	1234		
Build skills – social problem-solving									1234	1234		
Help children deal with real life problems									1234	1234		
	Read book "The Invisible String" OR discuss socia	al support							Y N	Y N		
	Lead thermometer discussion								Y N	Y N		
	Role play problem solving situations								Y N	Y N		
9: Review/Relapse Prevention												
Review skills/concepts learned so far											1234	
Teach children how to apply skills to upcoming stressors											1234	
	Discuss tools for relapse prevention										ΥN	
	Review skills through a game										ΥN	
	Discuss and plan consolidation project										ΥN	Y N
10: Graduation/Celebration												
Provide closure to the group												1234
Celebrate progress												1234
	Graduation ceremony									1		🕈 Y N



#### CBITS Child and Caregiver Individual Session Form



Group Leader:	Client Initials:	Client ID:					
CBITS Session Objectives	CBITS Session Activities	Session #:	1	2	3		
How well did you and the individual meet each objective? 1= Not Met/Not Attempted, 2= Somewhat Met, 3= Mostly Met, 4= Completely Met	Did you and the individual complete the activity? <b>Y</b> = Yes, <b>N</b> = No	Date:	/	/	/		
Child							
Gather information about the trauma for use in treatment planning			1234	1234	123		
Reduce anxiety when remembering trauma			1234	1234	123		
Plan with participant how they will work on trauma group sessions			1234	1234	123		
Build rapport and trust			1234	1234	123		
	Explain rationale for stress and trauma exposure		Y N	Y N	YN		
	Begin imaginal exposure to stressful or traumatic event		Y N	Y N	YN		
	Use the "Counseling" worksheet to make a list of key parts of	the story	Y N	Y N	YN		
	Ask the students to rate parts using their fear thermometer		Y N	Y N	YN		
	Select parts to be shared in group work	Y N	Y N	YN			
	Plan for group work		Y N	Y N	Y		
		Session #:	1	2			
		Date:	/	/			
Caregiver		· ·					
Reduce stigma around trauma exposure and reactions			4.0.0.4				
Lay ground work for improving parent-child communication			1234				
	Introduction of yourself and your background and role as grou		1234 Y N				
	facilitator/overview of what will occur during the teacher sessi Educate about common reactions to stress and trauma – prov						
	Explain the theoretical basis for CBITS (CBT triangle)	Y N					
	Introduce Fear Thermometer concept/ teaching child to meas	Y N					
	Relaxation training/ progressive muscle relaxation/ how to hel	Y N					
	relax	Y N					
Educate parents about techniques used in the program				1234			
Enable parents to support children during the program				1234	-		
	Briefly review the topics from session 1		Y N	4			
	Explain how parents can teach children to look at (and challer thoughts/use handout	nge) their		ΥN			
	Explain how parents can help children face their fears			Y N	1		
	Prep parents for trauma work children will be doing/ how they child digest fears			ΥN			
	Teach how parents can help their children solve everyday pro		ΥN				

Group Lead	ler	:	
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CBITS Child Group Session Form

\*Please remember to record attendance on Child Group Session Attendance Sheet

Group Leader: Group Name:		oup Session F	*Please remember to record attendance on Child Group Session Attendance Sheet								heet	
CBITS Session Objectives	CBITS Session Activities	Session #:	1	2	3	4	5	6	7	8	9	10
How well did your group meet each objective? 1= Not Met/Not Attempted, 2= Somewhat Met,	Did your group complete the activity?											
1= Not Met/Not Attempted, 2= Somewhat Met, 3= Mostly Met, 4= Completely Met	Y = Yes, N = No	Date:	/	/	/	/	/	/	/	/	/	/
1: Introductions											I	i
Build group cohesion			1234									
Reduce anxiety about participating in group			1234									
	Introduction to the group		Y N									
	Explanation of CBITS		Y N									
	Why are we here? – our stories		Y N									
	Activities assignment		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N		
2: Education and Relaxation						1						
Reduce stigma about trauma-related symptoms				1234								
Build peer support				1234								
Increase parent-child communication and support				1234								
Build skills – relaxation				1234								
	Activities review			Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
	Education about common reactions to trauma			Y N								
	Relaxation training to combat anxiety			Y N								
3 & 4: Introduction to Cognitive Therapy and				581	F0000000000000000000000000000000000000			••••••••••••	••• <b>•</b> •••••••••••••••••			
Combating Negative Thoughts												
Develop common language for "level" of feelings					1234							
Teach link between thoughts and feelings					1234							
Build skills – challenging negative thoughts					1234	1234					1234	
	Fear thermometer				Y N							
	Thoughts and feelings (introduction to cognitive th	ierapy)			Y N							
	Linkage between thoughts and feelings				Y N							
	Hot Seat – combating negative thoughts				Y N							
	Continuation of cognitive therapy					YN						
	Practice					ΥN						
5: Introduction to Real Life Exposure												
Identify trauma-related avoidance							1234					
Plan to decrease avoidance							1234					
Plan to decrease anxiety through approaching trauma remind	ers						1234					
Build skills – thought stopping, distraction, positive imagery							1234					
	Avoidance and coping (introduction to real life exp	osure)					ΥN					
	Construction of fear and hierarchy						ΥN					
	Alternative coping strategies						ΥN					
6 & 7: Exposure to Stress or Trauma Memory									-			
Decrease anxiety when remembering trauma								1234	1234			
Help children "process" the traumatic event								1234	1234			
Build peer support and reduce stigma								1234	1234			
	Exposure to trauma memory through imagination	and		1				Y N	Y N			
	drawing/writing Providing closure to the exposure			1				Y N	Y N			
8 & 9: Introduction and Practice to Social Problem Solvi	, i							Y N	ΥN			
										1234		
I each link between thoughts and actions Build skills – social problem-solving				1						1234 1234	1234	
Help children deal with real life problems										1234		
	Introduction to social problem-solving									1234 Y N	1234	
	Link between negative thoughts and actions									Y N		
	Brainstorming solutions			1						Y N		
	Decision making – pros and cons			1								
	Practice with problem-solving and hot seat										Y N	
	Review of key concepts										Y N	
10: Relapse Prevention and Graduation						•••••••••					81	
Provide closure to the group												1234
Plan for the future												1234
Highlight strengths and accomplishments												1234
	Relapse prevention			•								Y N
	Graduation ceremony											Y N
	Graddation deteritoriy											i IN





### Group Attendance Form: Sessions 1-10

# Group Leader: School Based Health Center: Group Name: Instructions: Please indicate student attendance for each session by marking Present (P), Absent (A), or Make-Up (M). Note that Make-Up means that you were able to catch the child up on

**Instructions**: Please indicate student attendance for each session by marking Present (P), Absent (A), or Make-Up (M). Note that Make-Up means that you were able to catch the child up on the objectives and activities they missed when absent from group.

<b>Client Initials</b>	Client ID	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6				Session 10
Last, First	Number	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date: