Remote Delivery of Group-Based Trauma Interventions

Given the Covid-19 pandemic and the shift to working remotely, we offer the following thoughts about continuing to provide Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Bounce Back, and Support for Students Exposed to Trauma (SSET) groups via tele-delivery.

First and foremost, we believe that the decision to proceed with the remote implementation of these group interventions and their individual components have to be individual decisions for each group leader, school/school district, mental health or human services organization to make based on their own guidelines, policies and procedures. Decisions should include considerations about:

- Clinician comfort/competence with telehealth platforms,
- Your local requirements regarding informed consent,
- Adequacy of safety/emergency response plans,
- Intervention readiness for telehealth platforms, and
- In-home privacy for both group leader and group participants.

We believe that any decisions to proceed with remote delivery should always consider the equity with which one is able to deliver care. It is critical that troubleshooting occur so that each child is able to participate in delivery of care in order to continue to narrow and not widen the gaps in access to care that school-based mental health interventions enable us to overcome. With communities being both disproportionally impacted by adversity and trauma as well as disproportionately impacted by lack of access to care related to Covid-19, it is as essential as ever that our work evolves through this culturally responsive, trauma and resiliency informed equity lens.

Here are some resources to aid in the decision-making and program implementation process you’re your site will be making:

**General Resources:**

American Telemedicine Association: [Sample telemedicine consent forms](#).

Center for Connected Health Policy: [State-level telehealth-related laws & regulations](#).

American Psychological Association: [Guidance on telehealth with children](#).

American Academy of Child and Adolescent Psychiatry: [Telepsychiatry Toolkit](#).

National Association of School Psychologists: [Virtual Service Delivery for COVID-19](#).

**Trauma-related Therapy Resources:**

2013 A. M. Jones et al. article entitled “Guidelines for Establishing a Telehealth Program to Provide Evidence-Based Therapy for Trauma-Exposed Children”

2019 B. Villalobos Blog Post entitled: [Trauma Treatment via Tele-health: Reaching Underserved Children in South Carolina](#)
General Suggestions for Remote Delivery

- At the beginning of any group, do a check in to make sure each child has privacy and is prepared for the session.
- Consider (inexpensive) headphones with microphone so that only the child speaking at home can be heard by those at the home.
- Develop hand gestures or use of chat functions and teach them to indicate:
  - Support for one another or agreement (heart-shaped hand gesture, clapping, nodding, thumbs up)
  - Sudden loss of privacy or need to halt the session (crossed arms creating an x)
  - Desire to contribute to the discussion (raised hand)

Continuing Existing Trauma Groups

CBITS, Bounce Back, and SSET are all designed for children exposed to one or more traumatic life events, and who are currently experiencing elevated symptoms of PTSD.

If you already have groups up and running for students who have experienced trauma and have symptoms of posttraumatic stress disorder (but interrupted by school closures), consider the following:

- Check in with each student, and if possible, reassess symptoms.
  - If a student has experienced a traumatic loss (a new trauma), consider individual format for their trauma work moving forward.
- Review sessions already completed in group format - address the pandemic directly by including it as a type of stressor.
- Pick up with next session (weaving in COVID themes)
- Consider carefully the timing and format of any trauma work:
  - Whether it is an appropriate time for the child to continue or start trauma-focused work
  - Whether there are adequate supports for each child during school closure
  - Whether you can convert to individualized telehealth for the trauma focus aspects

Please see Appendix A: Guidance for Groups during COVID-19, developed by Mercy Family Center, Project Fleur-de-Lis

Starting COVID-related Stress and Coping Groups

Some people have asked if they can use elements of CBITS, Bounce Back, and SSET to address the stress of the COVID-19 pandemic (without a specific trauma or PTSD symptoms). Yes, many of these elements have been proven to be helpful for depressive and anxiety symptoms. If you are already trained in these interventions, you may be able to use pieces of them to address COVID-19 related stress. Specifically, the following sections of the manuals could prove useful. If used, the clinician or group leader should attempt to draw in COVID-19 related examples and stressors rather than using the stress and trauma examples in the manual.
Please see Appendix B for general guidelines on working with students during this time, developed by Mercy Family Center, Project Fleur-de-Lis.

CBITS (Please see sample step by step instructions in Appendix C, developed by Susan Lovett and Paul Reinert):

- Session 1 Cognitive Triangle (Explanation of CBITS)
- Session 2 Education about common reactions to trauma
- Session 2 Feelings thermometer
- Session 2 Relaxation training to combat anxiety
- Session 3 Introduction to cognitive therapy (whole session)
- Session 4 Unhelpful negative thoughts (whole session)
- Session 5 Alternative coping strategies
- Session 8 Introduction to problem-solving (whole session)
- Session 9 Practice with problem-solving (whole session)

Bounce Back (Please see sample step by step instructions in Appendix D, developed by the Center for Childhood Resilience, Ann & Robert H. Lurie Children’s Hospital of Chicago):

- Session 2 CBT Triangle (rationale and Josie and Maria example of connections between thoughts, feelings, and behavior)
- Session 2 IdentifyingFeelings
- Session 2 A terrible Thing Happened and Normalizing common reactions to trauma
- Session 2 Positive Activities
- Session 3 Relaxation training (deep breathing and progressive muscle relaxation) to calm our bodies
- Session 4 Courage Thoughts (whole session)
- Session 5 I can do it Ladders
- Session 7 Invisible string storybook and activity
- Session 7 Who is on my team
- Session 7 What to do when my feeling thermometer is rising
- Session 8 problem solving (whole session)

SSET:

- Lesson 1 Cognitive Triangle (Explanation of SSET)
- Lesson 2 Education about common reactions to trauma
- Lesson 2 Relaxation training to combat anxiety
- Lesson 3 Thoughts and feelings (whole session)
- Lesson 4 Helpful thinking (whole session)
- Lesson 5 Other coping strategies to help manage anxiety
- Lesson 8 Problem-solving (whole session)
- Lesson 9 Practice with social problems and the hot seat (whole session)
Appendix A: COVID-19 Guidance on Group Treatment

The impact of COVID-19 is being felt deeply through every school community. For many, because of the impact on schools and abrupt closures, the course of group treatment in schools was immediately disrupted. This document offers considerations for school mental health professionals engaged in trauma treatment and faced with questions about what to do with these unique and unprecedented circumstances.

Questions to consider virtual group treatment and decide next steps:
- Do I have access to my student’s email addresses and phone numbers? How can I reach out to them to check in that is supported by my school administration?
- Do I have support from my district or school to continue sessions via telehealth modified appropriately? If so, are there modifications/changes to our consent form that is currently in place?
- Do my students all have internet access? If not, do we offer the group if not all of the students can join?
- Am I able to provide support from my home? Privacy concerns?
- Am I emotionally overwhelmed right now with my own situation that I am unable to assist others?
- Are my students able to maintain privacy in their home?
- Do my students have a caregiver at home to provide support if student needs additional support?

Considerations for course of treatment:
- How is your community impacted?
- How is your student/client impacted?
- Do I need to wait on trauma processing and focus on psychoeducation, relaxation, affect management, and cognitive coping skills for now?
- In what ways may my students/clients be re-experiencing past grief or past trauma due to this experience of quarantine?
- Can I hold space for the grief that my students may experience at this time? What are the ways that I can do this?

Suggestions for focus of groups and individual treatment moving forward:
- Engage with our student’s experience with quarantine at home
- Check-in on client wellbeing and functioning
- Encourage healthy behaviors (sleep hygiene, eating habits, regular movement and routine)
- Establish safety through conversation prompts or drawing activities
- Practice grounding techniques using the senses
- Discuss feelings; identify where they feel these in their body
- Identify areas of support and connection (at home and virtually)
- Practice relaxation exercises and identify helpful apps to use
- Teach and model mindfulness practices
- Provide time for reflection on experiences

Ways to support the parents/caregivers of your students:
- Reach out to see how they are adjusting to this new reality
- Assess what basic resources are needed and provide referrals
- Provide support for behavioral and socio-emotional concerns
- Share caregiver resources on stress, coping and self-care

Mercy Fleur-de-lis Project
Appendix B

Supporting Students Virtually During COVID-19

Working with students during COVID-19 brings up new challenges as well as new opportunities for connecting with and serving our youth. Here are some tips and suggestions for working virtually with students, including how to navigate closure or termination as well as how to support caregivers during this time. With the many limitations on what we can do right now, we hope this gives guidance and support for engaging meaningfully.

Suggestions for working with students virtually:

<table>
<thead>
<tr>
<th>Acknowledgement &amp; Validation</th>
<th><em>Note on trauma</em>: Kids may experience trauma reminders during this time. They might be coping in similar ways or different ways as they did in the past. Clinical judgment and supervisors can help you determine whether or not to explore this, but it is still important to keep in mind.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage with students' quarantine experiences</td>
<td></td>
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<tr>
<td>• Acknowledge emerging difficulties and losses</td>
<td></td>
</tr>
<tr>
<td>• Allow for time to reflect on school ending and what that means to them</td>
<td></td>
</tr>
<tr>
<td>Assessment &amp; Safety</td>
<td></td>
</tr>
<tr>
<td>• Check-in on student wellbeing and encourage healthy behaviors (i.e., sleep hygiene, eating habits, regular movement and routine).</td>
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<tr>
<td>• Establish safety. Consider identifying a safe word for students to use if someone comes in to let you know that they are no longer alone.</td>
<td></td>
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<tr>
<td>Treatment</td>
<td></td>
</tr>
<tr>
<td>• Discuss feelings and help students identify where they feel these in their body.</td>
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<tr>
<td>• Practice grounding techniques; use the senses</td>
<td></td>
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<tr>
<td>• Teach and model mindfulness practices.</td>
<td></td>
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<tr>
<td>• Identify people who provide support and connection at home and virtually.</td>
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<tr>
<td>• Practice relaxation exercises and identify helpful apps to use or other ideas.</td>
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<tr>
<td>• Provide time for reflection on current experiences and identify the impact of them.</td>
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<tr>
<td>• Recognize the coping skills that are helping and discuss new options (i.e., coping skills box)</td>
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</tbody>
</table>

Termination, Closure, Year end

- Acknowledge the virtual ending and ask how they feel about closure right now in this way.
- Consider the following prompts:
  - What have been the most difficult things that you have experienced as a result of COVID 19?
  - How has school closure decision affected you?
  - What losses have you experienced during this time?
  - What strengths have you leaned on to get through?
  - What are you grateful for with this experience?
  - Do you have any concerns or fears about the future?
  - Is there anything you need right now from me?
- Consider the following activities:
  - Wishes and regrets letter
  - Identify the highlights of the school year
  - Brainstorm ways to virtually celebrate school year through videos, music and pictures
  - Time Capsule activity
  - Write a letter to your future self about this time
  - Journal writing and sharing thoughts, feeling and experiences about life right now

To support parents/caregivers of students:
- Reach out to check on how they are adjusting
- Acknowledge difficulty and validate feelings
- Assess for basic resource needs; provide referrals
- Offer behavioral and socio-emotional resources
- Share caregiver resources on coping and self-care

To support yourself during this virtual work:
- Remember that you are also grieving and experiencing your own storm during this time.
- Review the prompts above and reflect on your thoughts, feelings, and experiences. You may want to share with a supervisor or colleague.
- Consider a brief calm place exercise before calling students or parents. Breathe and settle yourself.

Beth Cooney, LCSW-BACS  Elisabeth.cooney@mercy.net
Projectfleurdelisnola.org

Mercy

Fleur-de-lis
### CBITS Online Live Version 1.0
Susan Lovett, M.Ed., LICSW & Paul Reinert, LICSW

#### Pre-Sessions with Individual Students

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Schedule + Agenda</td>
<td></td>
</tr>
<tr>
<td>- Review dates and times of each session</td>
<td>10 min.</td>
</tr>
<tr>
<td>- Explain group format, number of students participating, length of sessions</td>
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<tr>
<td>- Discuss privacy and problem-solve regarding any concerns</td>
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<tr>
<td>- Recommend headphone use</td>
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<tr>
<td>- Ask if student has any questions about the group + provide answers</td>
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</tbody>
</table>

#### Orientation Session with All Group Members

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>How to Use Zoom</td>
<td>10 min.</td>
</tr>
<tr>
<td>- How to write your name at the bottom of your screen</td>
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</tr>
<tr>
<td>Opportunities to Respond (OTR’s) and how each one will work</td>
<td></td>
</tr>
<tr>
<td>- Mute/Unmute</td>
<td></td>
</tr>
<tr>
<td>- Raise hand icon</td>
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<tr>
<td>- Test the different methods with discussion prompts (Do you prefer potato chips or Doritos and why? Do cats or dogs make better pets and why? What’s your favorite holiday and why?)</td>
<td></td>
</tr>
<tr>
<td>How to Use Chat</td>
<td></td>
</tr>
<tr>
<td>- No private chat among members</td>
<td></td>
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<tr>
<td>- Private chat with Group Leader allowed</td>
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</tr>
<tr>
<td>Hand Signals (optional)</td>
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<tr>
<td>- Thumbs up = Agreement</td>
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<tr>
<td>- Hands over heart = Compassion/Support</td>
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<tr>
<td>- Shrug = I do not understand</td>
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</table>

#### Session 1: Introduction, Orientation + Rationale

<table>
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<tr>
<th>Duration</th>
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<tbody>
<tr>
<td>45 min.</td>
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**Materials:**
- CBITS Manual
- Schedule of Online Sessions
- Agenda of Session 1
- TFD Triangle Graphic
## Pandemic Check-in Questions

<table>
<thead>
<tr>
<th>Who’s in the Room? Check-in</th>
<th>45 min.</th>
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<tbody>
<tr>
<td>• Ask students to raise their hand if there is someone in the room with them</td>
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<tr>
<td>• If someone raises their hand, ask them to tell the group who is there</td>
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<tr>
<td>• As practice, if no one raises their hand for the first check-in, call on someone to pretend that someone was there, and ask them who it is</td>
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<table>
<thead>
<tr>
<th>Schedule and Agenda</th>
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<tbody>
<tr>
<td>• ScreenShare Schedule of Group Sessions and Review</td>
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<tr>
<td>• Post Agenda in Chat (pre-type schedule in a Word document + paste it into the chat box) and Review</td>
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<table>
<thead>
<tr>
<th>Introduction Activity</th>
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<tbody>
<tr>
<td>• Describe response method (unmute + speak, raise hand icon, or write in chat)</td>
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<tr>
<td>• What’s your name + one thing you like to do for fun</td>
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<table>
<thead>
<tr>
<th>Online Group Meeting Norms</th>
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<tbody>
<tr>
<td>• Describe response method</td>
<td></td>
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<tr>
<td>• Ask group members for possible norms for the group</td>
<td></td>
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<tr>
<td>• Group Leader writes suggested norms in chat and saves to repost each week</td>
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<tr>
<td>• Confidentiality - discuss sharing group content with others and limitations to confidentiality in online sessions</td>
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<tr>
<td>• Review &quot;Who’s in the Room?&quot; + hand gesture if that changes (time out signal)</td>
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<tr>
<td>• Students to write their names in chat to “sign” the Group Norms + Confidentiality Agreements</td>
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<table>
<thead>
<tr>
<th>Explanation of CBITS/Rationale</th>
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<tbody>
<tr>
<td>• ScreenShare T-F-D Triangle Graphic</td>
<td></td>
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<tr>
<td>• Explain Graphic</td>
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<tr>
<td>• Describe response method</td>
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</table>

<table>
<thead>
<tr>
<th>Car Accident Example</th>
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<tbody>
<tr>
<td>• Pages 4+5 of CBITS Manual</td>
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<table>
<thead>
<tr>
<th>Pandemic Related Check-in</th>
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<tbody>
<tr>
<td>• ScreenShare Questions</td>
<td></td>
</tr>
<tr>
<td>• Describe response method</td>
<td></td>
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<tr>
<td>• Ask students to respond to prompts</td>
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### Session 1 Implementation Considerations:

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<tr>
<th>Group Discussions</th>
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<tr>
<td>• Each group discussion begins with describing which kind of discussion it will be. Let students know if they will be unmuted and called on, should raise their hands to be called on, are all unmuted and can freely give answers, or are unmuted and will be giving answers in a particular order.</td>
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</table>
- Students will not know if they can speak or in what order they should speak unless the group leader describes that in advance.
- Some groups may have members that find open discussions challenging if they have trouble taking turns, have members who dominate and do not give all members a voice, etc. Additionally, some discussions may lend themselves to calling on students while others to free discussion.

**Confidentiality**

- General issues of confidentiality continue to apply online, such as not sharing of information about group sessions with anyone outside of the group.
- How privacy relates to online groups should be directly addressed, specifically about who is in the room with each student or who is nearby and can overhear. Check in with students at the start of each group (they can raise their hands) to ask if there are students who have someone in the room with them. Come up with some process (hand gesture, writing in chat, etc.) if the status changes for any student mid-group.

### Session 2: Psychoeducation and Relaxation

**Materials:**
- CBITS Manual
- Schedule of Online Sessions
- Agenda of Session 2
- Group Norms List
- TFD Triangle Graphic
- Common Reactions Numbered List
- Common Reactions Descriptions
- Belly Breathing Script
- School Check-in Questions
- Caregiver Email List for Common Reactions + Belly Breathing documents

**Who's in the Room? Check-in**
- ScreenShare Schedule of Group Sessions and Review
- Post Agenda in Chat and Review
- Repost Group Norms in the Chat and Review

**Common Reactions to Stress**
- ScreenShare and/or remind students of the T-F-D Triangle
- ScreenShare Numbered List without descriptions
- Ask students to use chat for students to endorse (using the numbers) the experience of friends or family with any of the Common Reactions
- Describe that they can list all of them, they can also list those that they think are the most prevalent. Normalize the reactions, noting

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<td>45 min.</td>
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</table>
their prevalence

- Ask students to use chat to endorse the Common Reactions that they personally have experienced
- Describe response method
- Ask students to describe their reactions or to ask questions
- Longer descriptions can be read to supplement the discussion
- Provide hope by reminding students that they will learn skills to help them manage the common reactions

Relaxation/Belly Breathing
- Explicit teaching online using script
- Get commitment to practice between sessions and let students know caregivers will be receiving the Common Reactions doc and Belly Breathing Script

School Related Check-in
- ScreenShare Questions
- Describe response method
- Ask students to respond to prompts

Review practice activity (belly breathing) + date/time of next session

**Session 2 Implementation Considerations:**

**Caregiver Engagement**
- Email Common Reactions to Stress Document and the Belly Breathing Script to Caregivers of the students. In subsequent sessions, additional relaxation scripts will be emailed to caregivers.

**Common Reactions to Stress**
- Many of the reactions that students will be thinking about will be related to the pandemic and subsequent life changes.
- The order of experiences (of family and friends followed by their own experiences) allows students to experience peer support and normalization before sharing their own experiences.
- Relate Common Reactions to the previous check-in related to the pandemic, as appropriate.

**Session 3: Thoughts + Feelings**

**Materials:**
- CBITS Manual Schedule of Online Sessions
- Agenda of Session 3 Group Norms
- List T-F-D Triangle Graphic
- Thoughts and Feelings Chart
- Body Scan Script
- Online Group Questions
- Body Scan Script (for caregivers)

Who is in the Room? Check-in
- Schedule, Agenda, and Group Norms

45 min.
- ScreenShare Schedule of Group Sessions and Review
- Post Agenda in Chat and Review
- Repost Group Norms in the Chat and Review

**Relaxation Check-in**
- Ask students to raise their hand if they were able to practice
- Call on students to describe how it went and explore barriers

**Thoughts + Feelings Example (Raven Page 31)**
- ScreenShare and/or remind students of the T-F-D Triangle
- Explicit teaching using example of getting bumped in the hall
- Call on students to get responses to questions regarding T-F-D Triangle

**Thoughts and Feelings Activity (Cafeteria and Stressful Event Examples)**
- Share screen with Thoughts + Feelings chart
- Describe response method
- Generate list of thoughts + corresponding feelings to teach how thoughts influence how we feel about a given situation
- Preview next session content of identifying thoughts that are helpful + that can help us to feel better and to choose actions wisely

**Body Scan**
- Explicit teaching online using script
- Get commitment to practice between sessions and let students know caregivers will be receiving the Body Scan script

**Online Group Check-in**
- ScreenShare Questions
- Describe response method
- Ask students to respond to prompts

Review practice activity (body scan) + date/time of next session

### Session 3 Implementation Considerations:

#### Relaxation
- The pandemic creates many additional challenges to relaxation. Having a quiet and private space, having a daily routine, and maintaining motivation during the crisis can be challenges.
- While asking students to describe the experience if they have been successful, also explore the barriers that students face when attempting to practice relaxation.

#### Online Group Check-in
- This check-in is designed to get some feedback about the level of engagement and helpfulness of the group. This check-in will be repeated at the end of the group.
- Because these skills can also be taught individually to students, explore in what ways being in the group enhances the learning of the skills and in what way it detracts from the learning.
- Discuss how group discussions have been occurring to further explore if the group needs more structure during discussions or
possibly less.

<table>
<thead>
<tr>
<th>Session 4: H.O.T Seat</th>
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<tbody>
<tr>
<td><strong>Materials:</strong></td>
</tr>
<tr>
<td>CBITS Manual</td>
</tr>
<tr>
<td>Schedule of Online Sessions</td>
</tr>
<tr>
<td>Agenda of Session 4</td>
</tr>
<tr>
<td>Group Norms List</td>
</tr>
<tr>
<td>T-F-D Triangle Graphic</td>
</tr>
<tr>
<td>H.O.T. Seat Flames image (optional)</td>
</tr>
<tr>
<td>H.O.T. Seat Questions</td>
</tr>
<tr>
<td>H.O.T. Seat Demonstration</td>
</tr>
<tr>
<td>H.O.T. Seat Practice</td>
</tr>
<tr>
<td>Progressive Muscle Relaxation Script</td>
</tr>
<tr>
<td>Social Connections Check-in Questions</td>
</tr>
<tr>
<td>Progressive Muscle Relaxation Script (for caregivers)</td>
</tr>
</tbody>
</table>

Who’s in the Room? Check-in
Schedule, Agenda, + Group Norms
- ScreenShare Schedule of Group Sessions + Review
- Post Agenda in Chat + Review
- Repost Group Norms in the Chat + Review

Relaxation Check-in
- Ask students to raise their hand if they were able to practice
- All on students to describe how it went + explore barriers

H.O.T. Seat Demonstration
- ScreenShare and/or remind students of T-F-D Triangle
- Introduce HOT Seat to Students (page 33)
- ScreenShare HOT Seat Flames image (optional)
- ScreenShare HOT Seat Questions
- Demonstrate Example using Hot Seat Demonstration Scenario + Immediate Thoughts

H.O.T. Seat Practice
- Continue to ScreenShare H.O.T. Seat Questions
- Ask for volunteers to be in the H.O.T. Seat
- Use the example scenarios in the H.O.T. Seat Practice document
- If the group is able, use an open discussion for the activity, explaining the sequence clearly
- Group leader will give the example scenario
- Students one-by-one will offer immediate thoughts to the student in the H.O.T. Seat for that scenario
- Student in the H.O.T. Seat will identify which of the H.O.T. Seat Questions will be used and what is the identified H.O.T.
<table>
<thead>
<tr>
<th>Seat Thought that can help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive Muscle Relaxation</td>
</tr>
<tr>
<td>● Explicit teaching online using script</td>
</tr>
<tr>
<td>● Get commitment to practice between sessions and let students know caregivers will be receiving the Progressive Muscle Relaxation script</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Connections Check-in</th>
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</thead>
<tbody>
<tr>
<td>● ScreenShare Questions</td>
</tr>
<tr>
<td>● Describe response method</td>
</tr>
<tr>
<td>● Ask students to respond to prompts</td>
</tr>
</tbody>
</table>

Review practice activity (progressive muscle relaxation) + date/time of next session

### Session 4 Implementation Considerations:

#### H.O.T. Seat Demonstration

- If group is co-led, one co-leader can be in the HOT Seat and the second co-leader can offer immediate questions using the HOT Seat Demonstration Scenario and Immediate Thoughts.
- If the group has one leader, the leader can offer Immediate Thoughts as well as HOT Seat Thoughts.
- It is extremely helpful to let the students know during the demonstration which of the HOT Seat Questions (that are in ScreenShare) you are using to help identify a HOT Seat Thought before you give the thought. It is important in this way to explicitly teach how to use the list of H.O.T. Seat Questions as a helpful tool.

#### H.O.T. Seat Practice

- If the group is able to use an open discussion, this can help with the flow of the activity. The student in the HOT Seat can be unmuted for as long as they are in the HOT Seat.
- If the group cannot tolerate open discussions, because of the numerous steps involved, hand gestures, such as raising a hand to be called on, can be used to quickly have students be unmuted to volunteer for the HOT Seat or to offer immediate thoughts.
- Any other relevant scenario examples can be developed to use in the exercise.

### Session 5: Social Problem-Solving

**Materials:**
- CBITS Manual
- Schedule of Online Sessions
- Agenda of Session 5
- Group Norms List
- T-F-D Triangle Graphic
- Social Problem-Solving Graphic
Problems That Students Are Facing Chart
Thoughts + Actions Chart
Family Check-in Questions

<table>
<thead>
<tr>
<th>Who is in the Room? Check-in</th>
<th>45 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule, Agenda, and Group Norms</td>
<td></td>
</tr>
<tr>
<td>● ScreenShare Schedule of Group Sessions and Review</td>
<td></td>
</tr>
<tr>
<td>● Acknowledge that there will be only one more group meeting</td>
<td></td>
</tr>
<tr>
<td>● Post Agenda in Chat and Review</td>
<td></td>
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<tr>
<td>● Repost Group Norms in the Chat and Review</td>
<td></td>
</tr>
<tr>
<td>Relaxation Check-in</td>
<td></td>
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<tr>
<td>● Ask students to raise their hand if they were able to practice</td>
<td></td>
</tr>
<tr>
<td>● Call on students to describe how it went and explore barriers</td>
<td></td>
</tr>
<tr>
<td>Problems that Students Face Brainstorm</td>
<td></td>
</tr>
<tr>
<td>● ScreenShare Problems That Students Are Facing Chart</td>
<td></td>
</tr>
<tr>
<td>● Describe response method</td>
<td></td>
</tr>
<tr>
<td>● Elicit suggestions from students to add to list of stressful situations that students face</td>
<td></td>
</tr>
<tr>
<td>● Reflect on the number and significance of problems students face</td>
<td></td>
</tr>
<tr>
<td>Parts to Problems and to Solving Problems</td>
<td></td>
</tr>
<tr>
<td>● ScreenShare Social Problem-Solving document</td>
<td></td>
</tr>
<tr>
<td>● Explain each step</td>
<td></td>
</tr>
<tr>
<td>● ScreenShare and/or review T-F-D Triangle</td>
<td></td>
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<tr>
<td>Tom and Yolanda Example</td>
<td></td>
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<tr>
<td>● ScreenShare Thoughts and Actions Chart</td>
<td></td>
</tr>
<tr>
<td>● Elicit suggestions from students for possible thoughts</td>
<td></td>
</tr>
<tr>
<td>● After developing a list of thoughts, elicit from students a suggestion of corresponding actions</td>
<td></td>
</tr>
<tr>
<td>Relaxation/Choice</td>
<td></td>
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<tr>
<td>● Use any specific method to choose which technique will be used</td>
<td></td>
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<tr>
<td>● Explicit teaching online using script</td>
<td></td>
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<tr>
<td>● If any student is willing and able, the student can lead the relaxation</td>
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<tr>
<td>● Get commitment to practice between sessions</td>
<td></td>
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<tr>
<td>Family Check-in</td>
<td></td>
</tr>
<tr>
<td>● ScreenShare Questions</td>
<td></td>
</tr>
<tr>
<td>● Describe response method</td>
<td></td>
</tr>
<tr>
<td>● Ask students to respond to prompts</td>
<td></td>
</tr>
</tbody>
</table>

**Session 5 Implementation Considerations:**

**Family Check-in**

- It is hoped that having the family check-in after 4 previous check-ins, students may find it easier to talk about more personal family issues.
- Carefully monitor level of sharing, being prepared to offer some common reactions families have during crisis to facilitate discussion if students are having trouble sharing. This can be quite brief if
students have not developed a sufficient level of trust to share.

Session 6: Moving Up Celebration

Materials:
CBITS Manual
Schedule of Online Sessions
Agenda of Session 6
Group Norms List
CBITS Jeopardy
Jeopardy Grid
Virtual Certificates (optional)
Online Group Check-in Questions

Who’s in the Room? Check-in
Schedule, Agenda, and Group Norms
- ScreenShare Schedule of Group Sessions and Review
- Post Agenda in Chat and Review
- Repost Group Norms in the Chat and Review

Relaxation Check-in
- Ask students to raise their hand if they were able to practice
- Call on students to describe how it went and explore barriers

CBITS Jeopardy
- Describe how game will be organized
  - Teams vs. Individuals
  - Order of turns
- One-by-one have students choose a question, starting from $100 in each category as the questions in each category are in a specific order
- Use Jeopardy Grid to cross off questions that have already been chosen to share on camera for the next person to choose an unanswered question
- Time will determine if all general questions can be asked. Skip some of the general questions so everyone has a chance to respond to the Final Jeopardy question

Recognitions
- Describe response method
- Students recognize growth they observed in others
- ScreenShare Virtual Certificates (optional)

Online Group Check-in
- ScreenShare Questions
- Describe response method
- Ask students to respond to prompts

45 min.
## Session 6 Implementation Considerations:

### CBITS Jeopardy

- The Jeopardy game is a trivia game that asks questions to be answered, rather than the traditional Jeopardy game that gives answers that are responded to with questions.
- The game board unfortunately does not show which questions have already been answered. Print and use the Jeopardy Grid to cross off the questions as they are answered. Show it on your camera for the next turn.
- Have all students, even if they are on teams, answer the Final Jeopardy question, skipping some of the general questions if time does not allow.

### Certificates and Recognitions

- Certificates can be made for each student and shared onscreen during recognitions as well as emailed to students and caregivers.

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Center for Trauma Care in Schools  
Alliance for Inclusion and Prevention  
555 Amory Street, #9  
Boston, MA 02130  
617-469-0074  
www.aipinc.org
Bounce Back Remote Facilitation Guidance

Developed for Schools in Illinois During the COVID-19 Pandemic

I. Welcome & Intro
Greetings Bounce Back implementers! We understand that Bounce Back was not initially created to be implemented virtually and for many of you this may be your first time utilizing some form of tele-mental health. Please, remember to have grace with yourself. You are doing the best you can to respond and provide support to students during this time! All intervention guidance outlined in this document should be utilized only after you have considered the relevant factors outlined below and determined to proceed with convening your group remotely. Prior to proceeding, be sure to consult your district’s guidance for remote learning, approved platforms, and crisis procedures. Consult with your district or agency about consent, privacy and confidentiality protocols. Always feel free to reach out to the Center for Childhood Resilience (CCR) with any questions or concerns. Contact information can be found at the end of this document.

II. Factors to Consider Prior to Implementation
There are many factors to consider when determining if you should initiate remote Tier II group services. Below are some questions to help you decide on the best next steps:

- Is the school as a whole (and this grade level in particular) using remote groups (e.g., Google Meets, Zoom, etc.) for e-learning?
- Had my group met for more than 2 sessions prior to school closure?
- Are my students likely to be developmentally able to manage a virtual group in terms of their ability to use technology and maintain attention? (Note: you can check in with grade level teachers to determine answer to this question; also consider chronological age and grade level)
- What was the level of group cohesion among group members prior to school closure?
- What was the level of student engagement in the group prior to school closure? (e.g. attendance, interest, and on-task behavior)
- When I reached out to check-in on students individually, how many of them expressed interest in continuing the group?
- Do my students all have devices and internet access? If not, do we offer the group if not all of the students can join?
- Am I emotionally able to assist my students in this way?

Based on the answers to the questions above, you have two options:
1) Do not proceed to convene a group. Instead, you may connect with students and families individually to:
• Learn about the student’s experience with shelter-in-place
• Check-in on well-being and functioning
• Encourage healthy behaviors (e.g. sleep hygiene, eating habits, regular movement and routine)
• Connect with parents to identify any concerns or needs; connect with resources as appropriate

2) Convene your group. Dedicate at least 2 sessions to acclimating to the virtual platform, setting shared agreement/group rules for your time together, re-establishing connections, and sharing feelings. During these sessions, you may also:
• Establish safety through conversation prompts or drawing activities
• Practice grounding techniques using the senses
• Discuss feelings; identify where they feel these in their bodies
• Identify areas of support and connection (at home and virtually)
• Practice relaxation exercises and identify helpful apps to use
• Teach and model mindfulness practices
• Provide time for reflection on shelter-in-place experiences

After your first 2-3 sessions, ask yourself the following questions:
• Are my students developmentally able to manage the virtual group in terms of their ability to use technology and maintain attention?
• What is the level of group cohesion among group members?
• What is the level of student engagement in the group? (attendance, interest, and on-task behavior)
• Am I emotionally able to assist my students in this way?

Based on your responses, you may choose to:
1) Provide closure to the group:
   • Acknowledge group members’ strengths
   • Ask students to reflect on coping strategies they could use during the upcoming weeks
   • Let them know how to contact you with questions or concerns

2) Continue the group, but focus only on reviewing group content that was prior to school closure rather than introducing new content. See Bounce Back guidance below (section VI) for ways to review key concepts on the virtual platform.

3) Continue the group and teach new content in addition to reviewing group content that was covered prior to school closure. See Bounce Back guidance below (section VI) for ways to teach key concepts on the virtual platform.

III. Resilience and Impact of COVID-19 on Students with trauma exposure
This is a stressful time for all, yet let’s remember that many students with past/current trauma exposure may be further impacted by the health crisis. During this time, help students identify and rely on both the internal resources (individual strengths) and external supports (supportive people) that have served them before and help them consider how these strengths and supports might be applied in the current COVID-19 crisis. Sharing ways that students have been coping and remaining connected to loved ones in creative ways may reinforce these students’ resilience!
Consider, as well, why the COVID-19 quarantine might adversely impact students with trauma exposure more severely than other students:

- Sheltering in place will look different for each student. For some, it may include reminders of past/current trauma. It may also expose students to new traumatic and stressful experiences related to COVID-19 (e.g. illness/loss of a loved one).
- Stress related to socioeconomic factors may be heightened and impacting the students. Things like job loss, food insecurity and housing instability compromise the sense of safety for families and can be traumatizing/triggering.

IV. Intervention Considerations

- Below are some simple recommendations for how to proceed with Bounce Back given your implementation status prior to school closure.
  - If you did not launch your Bounce Back group, do not start the group remotely.
    - You may choose to do some individual check-ins with students.
  - If you have completed the group through session 2 (Feelings Identification, Psychoeducation), it is not necessarily recommended that you proceed with the group as designed. Instead, consider reviewing skills learned thus far with a particular emphasis on emotion regulation strategies.
  - If you completed the group through session 3 (Body Feelings/Relaxation) or 4 (Cognitive Restructuring- Courage Thoughts), you may consider moving forward with the Bounce Back content (section VI).
    - You will notice in the Session Modifications below that not all Bounce Back activities will be covered, even if you move forward with the group. In particular, we DO NOT encourage clinicians to move forward with the individual and joint trauma narrative sessions.
  - Please note that virtual sessions are recommended to be shorter than in-person sessions, especially for younger students. Aim for 20-30 minutes for elementary school students. With this timing in mind, it is possible that the virtual session content recommendations below will take more than one session per content area.
  - Provide resources to caregivers whenever possible. The Post-Traumatic Stress Disorder (PTSD) symptoms that students have previously demonstrated at school are likely present (and potentially exacerbated) at home, especially given the stress of quarantine due to COVID-19. Remember, there are a variety of resources for parents already included in the Bounce Back manual and workbook (available at http://bouncebackprogram.org/) that could be useful during these times. These resources include the Parent Education Sessions and Session-by-Session Parent Letters. Consider sharing other district resources available for caregivers. See also Center for Childhood Resilience’s COVID-19 resource listing (updated weekly): https://childhoodresilience.org/resources-1
  - Provide resources to teachers. Remember, you have resources for teachers already included in the Bounce Back manual and workbook (available at http://bouncebackprogram.org/). These resources include the Teacher Education Sessions and weekly teacher emails.
  - Behavior management is a component of facilitating any Tier II group, including Bounce Back. Given that contact is now completely virtual, decide how you will handle behavior issues as they arise. It is important to teach and review expectations at every group
convening. Depending on the intensity and frequency of any behavior challenges, you may have to modify the group size, duration, and/or potentially shift to individual check-ins.

V. Opening and Closing Sessions
Before the Group – Be Prepared!
- Self check-in – Are you ready mentally/emotionally for this session? Consider doing a brief mindfulness meditation or breathing exercise to prepare yourself for the session.
- Minimize background noise and interruptions
- Be aware of birthday or cultural holidays that might be important to recognize at the beginning of the call
- Have your resources ready
  - Info on COVID-19
  - Resources that families may need (e.g., housing, financial assistance)
- Structure the Session
  - Have a session agenda/outline of goals for the session
  - If using worksheets/handouts, consider emailing or sharing them with the family before the session
  - Assign home learning practice at the end of the call

Opening
- Discuss technological etiquette
  - Muting microphone when not speaking
  - Setup device (e.g., phone, tablet, computer) in an environment free of distractions
  - Eliminate distractions such as multiple browsers, email notifications, phone ringtone, and app notifications
- Look into the camera when talking instead of looking at video of yourself
- Establish and/or review group norms and expectations
- Check in on mood using a scale (e.g., 1-10 with higher scores indicating more distressed mood).
  - Group facilitators/hosts can make note of group participants with lower scores to check-in with them individually after the group to assess for more severe symptoms (e.g., suicidal or homicidal ideation, or non-suicidal self-injurious behaviors)
- Open with an ice-breaker
- Quick review of what was covered in group up until this point
- Review last group’s home practice assignment (if applicable)
- Normalize distress and concerns about the pandemic and missed life experiences.
- Provide necessary psychoeducation on COVID-19 and resources

Sample Opening Activities:
- Quick check-in: If your mood was a type of weather, what would it be today? Sunny? Cloudy with a chance of rain? Hurricane? Snow storm?
- Bubble breathing – imagine you are blowing bubbles every time you breathe out for 10 breaths
- For kids who have some energy to work out:
  - Simon Says: Stand if you...
    - Went outside today and wore a mask
    - Did exercise today
    - Helped your parent cook today
    - Washed your hands for 20 sec
• Did e-learning

Closing
• Assign group home practice assignment for the week (if applicable).
• If time permits, reassess for mood symptoms at closing of the group to see if mood has improved.
• Relaxation exercise to close the group.
  • Group facilitators may ask for volunteers to lead activity.
• Group facilitators/hosts should stay in meeting until all participants have exited.

Sample Closing Activities:
• What is your weather pattern now?
• Power Hug – cross your left hand over your body and put it on the right shoulder, right hand on the left shoulder and squeeze as you say a grounding affirmation to yourself (e.g., “I am safe in this moment.”) Repeat as needed.

VI. Content & Activities

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>ACTIVITIES FOR REMOTE FACILITATION</th>
</tr>
</thead>
</table>
| Group Kickoff| **Opening:** Welcome students and re-introduce yourself and others.  
  • Create/review **group expectations** and translate to virtual setting (e.g. teach how to mute audio, etc.). Introduce any formal behavior management system.  
  • Explain the limits of **confidentiality** in the virtual setting.  
  • Play an **icebreaker** game of choice. Some examples:
    o **My Favorites**: ask each student to answer the following questions. If different students have the same response (i.e. the same favorite) instruct them to silently raise their hand, stand up and/or do a silly wiggle.  
      • **What is your favorite food? Animal? Game? TV show?**  
    o **Spirit Animal Pictionary**: ask students to privately choose an animal that represents them and then draw the animal quickly (15-30 sec.), on a piece of paper. Students then show their drawings and others guess the animal. Students explain why they chose their particular animal.  
    o **Self-Care Show & Tell**: each student quickly grabs something in their home that makes them feel happy and calm. If possible, give this direction in advance of the first meeting to save time. Each student shows their item and explains why they chose it.  
  • **Check-in** with students by asking how they are doing in the current situation. Validate any feelings while also keeping this brief check-in positive.  
    o **Normalize any anxiety** noticed and/or mentioned by students. If desired, use the caveman example from Session 1 to remind students of the function of anxiety.  
    o Lead the group in a **brief relaxation exercise** (utilize one of the relaxation exercises in the curriculum such as belly breathing, progressive muscle relaxation, or body scan) and encourage them to practice the exercise throughout the week. If feasible, email parents the relaxation strategies for practicing skills at home. |
### Rationale, Feelings and Positive Activities, and Normalizing Common Reactions (Session 2)

- **Opening**: Welcome, brief feelings check-in and/or icebreaker, review expectations & limits of confidentiality.
- **Introduce CBT Triangle**: You can draw two triangles ahead of time in a Word document or on a sheet of paper. You may choose to share your screen** to show the two triangles or show your sheet of paper and go through the two examples in the Bounce Back manual (page 11). Make sure to type or write out students’ responses, similar to what you would do if you had a whiteboard in front of you. Present treatment rationale (page 16).
- **Identifying and Labeling Feelings — Feelings Charades**: Use the Feelings Grab Bag handout in the manual, print out and cut, if you are able. If not, write down the words on slips of paper. For this activity, hold up the pieces of paper (flipped over so students can’t see the emotion word) and have each student pick a card while the other students close their eyes or look away from the screen. Taking turns, one student can act out the feeling he/she chose, and other students can guess the feeling and provide clues to how they know they are feeling this way (e.g. posture, facial expression).
- **Common Reactions to Stress/Picture Book**: If feasible/available, read the book “A Terrible Thing Happened” (or play the video of the book being read on Youtube and share your screen: https://www.youtube.com/watch?v=AXMwJXPVSIs). Summarize and allow children to share if they have had similar reactions.
- **Things You Can do to Feel Happy/Good**: Ask students to share what they concretely and routinely do that makes them feel better. Make a list of their ideas. You may choose to share your screen to show them the typed list or show your handwritten list by holding it up to the screen. Students should write down at least 3 ideas they like best for themselves.
- **Closing**: Choose an activity to close the group (e.g., each group member shares one word to describe how they are feeling; compliment circle; relaxation or mindfulness activity). Encourage students to practice doing things that make them feel happy this week.

### Body Feelings (Physiological Arousal) and Relaxation Training (Session 3)

- **Opening**: Welcome, brief feelings check-in and/or icebreaker, review expectations & limits of confidentiality.
- **Introduce Feelings Thermometer**: You may choose to share your screen to show the Feelings Thermometer handout from the manual or use a white board or piece of paper that you hold up to the screen with a hand-drawn Feelings Thermometer. Provide the explanation about using feelings thermometers from the manual (page 23).
- **Physiological Responses to Feelings**: Review CBT triangle with a focus on discussing “body feelings” – what happens when our bodies get revved up. Pull up the CBT triangle from last session (either ones you drew by hand or by sharing your screen). Transition into rationale for talking about body feelings. Hold up a hand drawn or printed Body Feeling Worksheet (or share your screen to show the worksheet from the Bounce Back workbook). Give an example and then encourage students to draw a body figure on a blank sheet of paper at home (having students draw may help
with engagement). Instruct them to draw or write words on their drawing to show what happens in their body when they are nervous or upset.

- **Relaxation Exercises:** Ask students to put one hand on their belly and let them know that we are practicing taking deep breaths. Ask them to notice when their hand moves up and down on their belly to indicate that they are taking deep breaths. For the next relaxation activity, you may choose to print the Muscle Relaxation Pictures Handout in the workbook (page 104) and hold the pictures up to the screen or open the workbook on your computer and share your screen so students can see those pictures. Practice a few of them together.

- **Closing:** Choose an activity to close the group (e.g., each group member shares one word to describe how they are feeling; compliment circle; relaxation or mindfulness activity). Encourage students to practice relaxation this week.

<table>
<thead>
<tr>
<th>Using Helpful Thoughts (Session 4)</th>
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<tbody>
<tr>
<td><strong>Opening:</strong> Welcome, brief feelings check-in and/or icebreaker, review expectations &amp; limits of confidentiality, relaxation (diaphragmatic breathing—page 30)</td>
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</table>
| **Understanding thoughts and linking them to actions:** With the Bounce Back Workbook open on your computer, you can share your screen with students, so they can view the cartoons included in the manual. You can also print these out and hold them up to the screen. Walk through the cartoons and ask students to share their ideas of what might be in each character’s thought bubble (as described in the manual, starting on page 31).
| Have each student create their own **Courage Card.** If feasible, email the courage card image to the caregiver OR have students simply make one of their own on an index card or piece of paper. Students can also choose to illustrate their card with a courageous animal (e.g., lion) or Superhero. Review examples of helpful thoughts that can be used in many situations (e.g., “I can do this, Nothing bad will happen to me, I can trust some people, I will try my best, Give it a chance”). Ask students to share their favorite courage thoughts. Encourage students to put their Courage Card somewhere that will remind them to practice their courage thoughts when they are feeling nervous or upset.
| **Closing:** Choose an activity to close the group (e.g., each group member shares one word to describe how they are feeling; compliment circle; relaxation or mindfulness activity). Encourage students to practice using their courage thoughts this week. |

<table>
<thead>
<tr>
<th>“I Can Do It Ladder” (Session 5)</th>
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<tr>
<td><strong>Opening:</strong> Welcome, brief feelings check-in and/or icebreaker, review expectations &amp; limits of confidentiality, relaxation (progressive muscle relaxation—page 39)</td>
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<tr>
<td><strong>Explain concept of avoidance</strong> using the example in the manual (page 41-42)</td>
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<tr>
<td><strong>Demonstrate creation of an “I Can Do It Ladder”:</strong> Ask students to identify activities they feel anxious about and avoid related to COVID-19. Examples could include: trying difficult school assignments on their own, going outside, participating in e-learning, etc. Choose one of these to demonstrate how to create successive steps towards tackling avoidance. You may choose to share your screen to show them the “I Can Do It Ladder” and type in the sample “rungs” or use a white board or piece of paper that you hold up to the screen. For example, sample small steps to help them participate more in a virtual classroom with their classmates might be practicing asking questions in a virtual setting with parents or family members, writing an email to the teacher, writing an answer to the teacher’s question in the chat box, etc. (process explained in pages 42-43)</td>
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Note prior to continuing: In this time of anxiety and stress, it may not be appropriate to tackle big goals like sleeping alone. On the other hand, it may be helpful for some students to work on combating avoidance with the “I Can Do It Ladder.” For example, for students who may be avoiding difficult schoolwork tasks, participating in e-learning groups by asking questions, or going outside for walks due to fears of COVID-19, the “I Can Do It Ladder” could be a helpful tool. Prior to deciding whether to do proceed with the “I Can Do It Ladder,” clinicians should consider:

- Is the parent/caregiver on board and interested in this kind of assistance for their child?
- What is the student’s overall level of anxiety and how safe are they feeling now? For students experiencing a good deal of anxiety or disruption, it may be best to focus on other coping strategies.

- Completing individual “I Can Do It Ladders” with students (optional): If you decide to move forward based on the considerations above, consider scheduling time to complete the “I Can Do It Ladder” individually with select group members rather than as a whole group activity. Parent outreach is important to support this work. Follow the guidance in the manual (pages 43-44) for this activity and be sure to schedule time on a weekly basis to follow up briefly with the student and caregiver to check their progress with their ladder.

- Closing: Choose an activity to close the group (e.g., each group member shares one word to describe how they are feeling; compliment circle; relaxation or mindfulness activity).

Social Support & Problem Solving (Session 7)

- Opening: Welcome, brief feelings check-in and/or icebreaker, review expectations, relaxation (diaphragmatic breathing—page 30)
- Social Support: If feasible/available, read the book “The Invisible String” (or play the video of the book being read on Youtube and share your screen: https://www.youtube.com/watch?v=rVp9ZBmPu8o). Ask students to share who they feel connected to. If you are unable to read the book, lead a discussion about social support using the “Who is On Your Team?” handout.
- Problem Solving: Lead discussion of “What to Do When Your Feeling Thermometer is Rising?” (Pages 55-56). Provide some sample stressors relevant to COVID-19, such as having to celebrate a birthday without family and friends, arguing with siblings, feeling frustrated with a school assignment, or worrying about a parent who lost a job.
- Review coping strategies: Encourage students to remember their Courage Cards and the people who are connected to them during the upcoming week. Prepare group members for the group’s ending in a few weeks and share the group’s topic for next week.
- Closing: Choose an activity to close the group (e.g., each group member shares one word to describe how they are feeling; compliment circle; relaxation or mindfulness activity). Ask students to try to use social support, a courage thought, or another problem-solving strategy when encountering a problem during the upcoming week.

Practice with Problem-Solving

- Opening: Welcome, brief feelings check-in and/or icebreaker, review expectations, have a student choose a relaxation activity to lead for the group
### (Session 8)

- **Problem Solving**: Ask each student to write down or share aloud one problem they are having or have had in the last week. Review the “What to Do When Your Feeling Thermometer is Rising?” worksheet and ask other group members to suggest one of the coping strategies listed there (or another solution not listed) that they think would work best for each child’s problem. Ask the student whose problem is being discussed to choose 1-2 solutions to try. Role plays are likely difficult to conduct remotely, so instead you may ask the student whose problem is being discussed to demonstrate what it would look like for him/her to enact the solution.

- **Closing**: Choose an activity to close the group (e.g., each group member shares one word to describe how they are feeling; compliment circle; relaxation or mindfulness activity).

### Review (Session 9)

- **Opening**: Welcome, brief feelings check-in and/or icebreaker, review expectations, have a student choose a relaxation exercise to lead for the group.

- **Review the CBT triangle**: Ask students to help name one skill learned for each point on the triangle (i.e., Feelings point: identifying feelings, relaxation techniques, doing things that make us happy and feel better; Thoughts point: using brave thoughts and courage cards; Action point: I Can Do It Ladder, What To Do When Your Feeling Thermometer is Rising list) and how group members used their skills.

- **Review Skills**: Create the opportunity for a fun and structured review of the key program concepts. One option is to create a fun trivia game (e.g. Jeopardy, Bingo) and play as a whole group. Refer to the questions in the “Review Game” handout (page 147) for ideas.

- **Closing**: Remind students that the next session is the last session. Choose an activity to close the group (e.g., each group member shares one word to describe how they are feeling; compliment circle; relaxation or mindfulness activity).

### Group Wrap-Up and Celebration (Session 10)

- **Opening**: Welcome, brief feelings check-in and/or icebreaker, review expectations. Have a student choose a relaxation exercise to lead for the group.

- **Relapse Prevention**: Provide students with an opportunity to write down or share out anything about the group they would like to share with their parents or trusted adult and can use when stressful situations arise in the future. Discuss any potential future opportunities to connect (i.e. next school year). Avoid promising any services but rather suggest the notion of individual check-ins and/or “booster” sessions. Share additional resources for students to utilize to cope with stress and trauma. Provide referrals to caregivers if additional supports may be needed for students, including over the summer.

- **Celebrate!** Let students help you decide on a fun activity (e.g. dance party, joke-telling, etc.). If feasible, email (or snail mail) students’ certificates of participation and/or “Congratulations” e-cards.

- **Closing**: Choose a final activity to close the group (e.g., each group member shares one word to describe how they are feeling; compliment circle; relaxation or mindfulness activity).

**Note:** In the final session of Bounce Back it is recommended to give students a “take home” bag to remind students of skills they learned in the program. You may consider...
providing these to students when you see them again the next school year as a way to check in with them and see whether there is a need for further services.

** Please note: if you choose to share your screen during these sessions, make sure to close all other windows so that no personal or confidential information is visible to students.

VII. Contact Information
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b. Bounce Back website