



CBITS Online Live Version 1.0 Susan Lovett, M.Ed., LICSW & Paul Reinert, LICSW		
Pre-Sessions with Individual Students		
Review Schedule + Agenda <ul style="list-style-type: none"> ● Review dates and times of each session ● Explain group format, number of students participating, length of sessions ● Discuss privacy and problem-solve regarding any concerns ● Recommend headphone use ● Ask if student has any questions about the group + provide answers 	10 min.	
Orientation Session with All Group Members		
How to Use Zoom <ul style="list-style-type: none"> ● How to write your name at the bottom of your screen Opportunities to Respond (OTR's) and how each one will work <ul style="list-style-type: none"> ● Mute/Unmute ● Raise hand icon ● 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?) How to Use Chat <ul style="list-style-type: none"> ● No private chat among members ● Private chat with Group Leader allowed Hand Signals (optional) <ul style="list-style-type: none"> ● Thumbs up = Agreement ● Hands over heart = Compassion/Support ● Shrug = I do not understand 	10 min.	
Session 1: Introduction, Orientation + Rationale		45 min.
Materials: CBITS Manual Schedule of Online Sessions Agenda of Session 1 TFD Triangle Graphic		

Pandemic Check-in Questions	
<p>Who's in the Room? Check-in</p> <ul style="list-style-type: none"> ● Ask students to raise their hand if there is someone in the room with them ● If someone raises their hand, ask them to tell the group who is there ● 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 <p>Schedule and Agenda</p> <ul style="list-style-type: none"> ● ScreenShare Schedule of Group Sessions and Review ● Post Agenda in Chat (pre-type schedule in a Word document + paste it into the chat box) and Review <p>Introduction Activity</p> <ul style="list-style-type: none"> ● Describe response method (unmute + speak, raise hand icon, or write in chat) ● What's your name + one thing you like to do for fun <p>Online Group Meeting Norms</p> <ul style="list-style-type: none"> ● Describe response method ● Ask group members for possible norms for the group ● Group Leader writes suggested norms in chat and saves to repost each week ● Confidentiality - discuss sharing group content with others and limitations to confidentiality in online sessions ● Review "Who's in the Room?" + hand gesture if that changes (time out signal) ● Students to write their names in chat to "sign" the Group Norms + Confidentiality Agreements <p>Explanation of CBITS/Rationale</p> <ul style="list-style-type: none"> ● ScreenShare T-F-D Triangle Graphic ● Explain Graphic ● Describe response method <p>Car Accident Example</p> <ul style="list-style-type: none"> ● Pages 4+5 of CBITS Manual <p>Pandemic Related Check-in</p> <ul style="list-style-type: none"> ● ScreenShare Questions ● Describe response method ● Ask students to respond to prompts 	45 min.
Session 1 Implementation Considerations:	
<p><u>Group Discussions</u></p> <ul style="list-style-type: none"> ● 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. 	

<ul style="list-style-type: none"> • 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. <p><u>Confidentiality</u></p> <ul style="list-style-type: none"> • 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. 	
<p>Session 2: Psychoeducation and Relaxation</p>	
<p>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</p>	
<p>Who's in the Room? Check-in Schedule, Agenda, and Group Norms</p> <ul style="list-style-type: none"> • ScreenShare Schedule of Group Sessions and Review • Post Agenda in Chat and Review • Repost Group Norms in the Chat and Review <p>Common Reactions to Stress</p> <ul style="list-style-type: none"> • 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 	<p>45 min.</p>

<p>their prevalence</p> <ul style="list-style-type: none"> ● 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 <p>Relaxation/Belly Breathing</p> <ul style="list-style-type: none"> ● 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 <p>School Related Check-in</p> <ul style="list-style-type: none"> ● ScreenShare Questions ● Describe response method ● Ask students to respond to prompts <p>Review practice activity (belly breathing) + date/time of next session</p>	
Session 2 Implementation Considerations:	
<p><u>Caregiver Engagement</u></p> <ul style="list-style-type: none"> ● 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. <p><u>Common Reactions to Stress</u></p> <ul style="list-style-type: none"> ● 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	
<p>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)</p>	
<p>Who is in the Room? Check-in Schedule, Agenda, and Group Norms</p>	<p>45 min.</p>

<ul style="list-style-type: none"> ● ScreenShare Schedule of Group Sessions and Review ● Post Agenda in Chat and Review ● Repost Group Norms in the Chat and Review <p>Relaxation Check-in</p> <ul style="list-style-type: none"> ● Ask students to raise their hand if they were able to practice ● Call on students to describe how it went and explore barriers <p>Thoughts + Feelings Example (Raven Page 31)</p> <ul style="list-style-type: none"> ● 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 <p>Thoughts and Feelings Activity (Cafeteria and Stressful Event Examples)</p> <ul style="list-style-type: none"> ● 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 <p>Body Scan</p> <ul style="list-style-type: none"> ● Explicit teaching online using script ● Get commitment to practice between sessions and let students know caregivers will be receiving the Body Scan script <p>Online Group Check-in</p> <ul style="list-style-type: none"> ● ScreenShare Questions ● Describe response method ● Ask students to respond to prompts <p>Review practice activity (body scan) + date/time of next session</p>	
Session 3 Implementation Considerations:	
<p><u>Relaxation</u></p> <ul style="list-style-type: none"> ● 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. <p><u>Online Group Check-in</u></p> <ul style="list-style-type: none"> ● 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.	
Session 4: H.O.T Seat	
<p>Materials: CBITS Manual Schedule of Online Sessions Agenda of Session 4 Group Norms List T-F-D Triangle Graphic H.O.T. Seat Flames image (optional) H.O.T. Seat Questions H.O.T. Seat Demonstration H.O.T. Seat Practice Progressive Muscle Relaxation Script Social Connections Check-in Questions Progressive Muscle Relaxation Script (for caregivers)</p>	
<p>Who's in the Room? Check-in Schedule, Agenda, + Group Norms</p> <ul style="list-style-type: none"> • ScreenShare Schedule of Group Sessions + Review • Post Agenda in Chat + Review • Repost Group Norms in the Chat + Review <p>Relaxation Check-in</p> <ul style="list-style-type: none"> • Ask students to raise their hand if they were able to practice • all on students to describe how it went + explore barriers <p>H.O.T. Seat Demonstration</p> <ul style="list-style-type: none"> • 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 <p>H.O.T. Seat Practice</p> <ul style="list-style-type: none"> • 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. 	45 min.

<p>Seat Thought that can help</p> <p>Progressive Muscle Relaxation</p> <ul style="list-style-type: none"> ● Explicit teaching online using script ● Get commitment to practice between sessions and let students know caregivers will be receiving the Progressive Muscle Relaxation script <p>Social Connections Check-in</p> <ul style="list-style-type: none"> ● ScreenShare Questions ● Describe response method ● Ask students to respond to prompts <p>Review practice activity (progressive muscle relaxation) + date/time of next session</p>	
<p>Session 4 Implementation Considerations:</p>	
<p><u>H.O.T. Seat Demonstration</u></p> <ul style="list-style-type: none"> ● 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. <p><u>H.O.T. Seat Practice</u></p> <ul style="list-style-type: none"> ● 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. 	
<p>Session 5: Social Problem-Solving</p>	
<p>Materials:</p> <p>CBITS Manual</p> <p>Schedule of Online Sessions</p> <p>Agenda of Session 5</p> <p>Group Norms List</p> <p>T-F-D Triangle Graphic</p> <p>Social Problem-Solving Graphic</p>	

Problems That Students Are Facing Chart Thoughts + Actions Chart Family Check-in Questions	
Who is in the Room? Check-in Schedule, Agenda, and Group Norms <ul style="list-style-type: none"> ● ScreenShare Schedule of Group Sessions and Review ● Acknowledge that there will be only one more group meeting ● Post Agenda in Chat and Review ● Repost Group Norms in the Chat and Review Relaxation Check-in <ul style="list-style-type: none"> ● Ask students to raise their hand if they were able to practice ● Call on students to describe how it went and explore barriers Problems that Students Face Brainstorm <ul style="list-style-type: none"> ● ScreenShare Problems That Students Are Facing Chart ● Describe response method ● Elicit suggestions from students to add to list of stressful situations that students face ● Reflect on the number and significance of problems students face Parts to Problems and to Solving Problems <ul style="list-style-type: none"> ● ScreenShare Social Problem-Solving document ● Explain each step ● ScreenShare and/or review T-F-D Triangle Tom and Yolanda Example <ul style="list-style-type: none"> ● ScreenShare Thoughts and Actions Chart ● Elicit suggestions from students for possible thoughts ● After developing a list of thoughts, elicit from students a suggestion of corresponding actions Relaxation/Choice <ul style="list-style-type: none"> ● Use any specific method to choose which technique will be used ● Explicit teaching online using script ● If any student is willing and able, the student can lead the relaxation ● Get commitment to practice between sessions Family Check-in <ul style="list-style-type: none"> ● ScreenShare Questions ● Describe response method ● Ask students to respond to prompts 	45 min.
<u>Session 5 Implementation Considerations:</u>	
<u>Family Check-in</u> <ul style="list-style-type: none"> ● 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	
<p>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</p>	
<p>Who's in the Room? Check-in Schedule, Agenda, and Group Norms</p> <ul style="list-style-type: none"> ● ScreenShare Schedule of Group Sessions and Review ● Post Agenda in Chat and Review ● Repost Group Norms in the Chat and Review <p>Relaxation Check-in</p> <ul style="list-style-type: none"> ● Ask students to raise their hand if they were able to practice ● Call on students to describe how it went and explore barriers <p>CBITS Jeopardy</p> <ul style="list-style-type: none"> ● Describe how game will be organized <ul style="list-style-type: none"> ○ 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 <p>Recognitions</p> <ul style="list-style-type: none"> ● Describe response method ● Students recognize growth they observed in others ● ScreenShare Virtual Certificates (optional) <p>Online Group Check-in</p> <ul style="list-style-type: none"> ● 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.



Alliance for
**Inclusion &
Prevention**

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



**Cognitive Behavioral Intervention
for Trauma in Schools**