CLINICIAN:

SESSION:

CBITS, Second Edition

Adherence & Fidelity Measure

*PART 1: FOR THE FOLLOWING SECTION COMPLETE THE SCORING FOR THE SESSION YOU ARE REVIEWING. DELETE THE OTHER SESSIONS.*

Session 1:

**Did the group leader cover the following elements?**

**0 – not covered at all**

**1 – cursory reference to this topic and quick review**

**2 – group leader clearly covers the topic, with or without cooperation of group members**

**3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)**

\_\_\_\_\_ Introduction of group members, confidentiality, and group procedures.

\_\_\_\_\_ Explanation of treatment using stories

\_\_\_\_\_ Discussion of reasons for participation (kinds of stress or trauma).

\_\_\_\_\_ Homework assignment: Goal-setting

**Session 2:**

**Did the group leader cover the following elements?**

**0 – not covered at all**

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**3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)**

\_\_\_\_\_ Homework review: Goal-setting

\_\_\_\_\_ Education about common reactions to stress or trauma

\_\_\_\_\_ Feelings Thermometer

\_\_\_\_\_ Relaxation training to combat anxiety

\_\_\_\_\_ Homework assignment: Review handout with parents, practice relaxation

**Session 3:**

**Did the group leader cover the following elements?**

**0 – not covered at all**

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**3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)**

\_\_\_\_\_ Homework review: Review handout with parents, practice relaxation

\_\_\_\_\_ Thoughts and Feelings (Introduction to Cognitive Therapy)

\_\_\_\_\_ Linkage between thoughts and feelings

\_\_\_\_\_ Combating negative thoughts: Alternatives (other ways to think about it)

\_\_\_\_\_ Combating negative thoughts: Implications (what will happen)

\_\_\_\_\_ Homework assignment: Hot Seat worksheet

**Session 4:**

**Did the group leader cover the following elements?**

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\_\_\_\_\_ Homework review: Hot Seat worksheet

\_\_\_\_\_ Combating negative thoughts: Plan of Attack

\_\_\_\_\_ Combating negative thoughts: Evidence (checking the facts)

\_\_\_\_\_ Practice with the Hot Seat

\_\_\_\_\_ Homework assignment: Hot Seat worksheet

**Session 5:**

**Did the group leader cover the following elements?**

**0 – not covered at all**

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\_\_\_\_\_ Homework review: Hot Seat worksheet

\_\_\_\_\_ Avoidance and coping (Introduction to Real Life Exposure)

\_\_\_\_\_ Construction of Steps for Facing Your Fears

\_\_\_\_\_ Alternative coping strategies: thought stopping, distraction, positive

imagery

\_\_\_\_\_ Homework assignment: real-life exposure, practice coping strategies

**Session 6:**

**Did the group leader cover the following elements?**

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**3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)**

\_\_\_\_\_ Homework review: real-life exposure, practice coping strategies

\_\_\_\_\_ Exposure to stress or trauma memory through imagination/drawing/writing

\_\_\_\_\_ Providing closure through discussion, summary, next steps

\_\_\_\_\_ Homework assignment: finish drawing / story, think about it, real-life exposure, hot seat

**Session 7:**

**Did the group leader cover the following elements?**

**0 – not covered at all**

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**2 – group leader clearly covers the topic, with or without cooperation of group members**

**3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)**

\_\_\_\_\_ Homework review: finish drawing / story, think about it, real-life

exposure, hot seat

\_\_\_\_\_ Exposure to stress or trauma memory through imagination/drawing/writing

\_\_\_\_\_ Providing closure through discussion, summary, next steps

\_\_\_\_\_ Homework assignment: finish drawing / story, think about it, real-life exposure, hot seat

**Session 8:**

**Did the group leader cover the following elements?**

**0 – not covered at all**

**1 – cursory reference to this topic and quick review**

**2 – group leader clearly covers the topic, with or without cooperation of group members**

**3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)**

\_\_\_\_\_ Homework review: finish drawing / story, think about it, real-life exposure, hot seat

\_\_\_\_\_ Introduction to problem solving

\_\_\_\_\_ Negative thoughts & actions

\_\_\_\_\_ Brainstorming solutions

\_\_\_\_\_ Decision-making: pros and cons

\_\_\_\_\_ Homework assignment: problem-solving practice, real-life exposure

**Session 9:**

**Did the group leader cover the following elements?**

**0 – not covered at all**

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**2 – group leader clearly covers the topic, with or without cooperation of group members**

**3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)**

\_\_\_\_\_ Homework review: problem-solving practice, real-life exposure

\_\_\_\_\_ Practice with problem solving

\_\_\_\_\_ Practice with the hot seat

\_\_\_\_\_ Review of key concepts

**Session 10:**

**Did the group leader cover the following elements?**

**0 – not covered at all**

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**2 – group leader clearly covers the topic, with or without cooperation of group members**

**3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)**

\_\_\_\_\_ Relapse prevention discussion

\_\_\_\_\_ Graduation ceremony

PART 2: COMPLETE THESE QUESTIONS AS THEY PERTAIN TO THE SESSION YOU REVIEWED

Did the therapist ask the group to summarize part of the session, or ask if they understand the material presented?

0: Therapist never asks children if they understand session material, and never asks children to summarize a point that had been discussed or covered in skill training.

1: Therapist summarizes a point but does not ask children to do so and does not check-in to assure that children “gets” the point.

2: Therapist elicits one or more summaries from the children during session or checks in at end of session by asking children to indicate if they feels work is meeting their needs (e.g., “making sense” to them).

3: Therapist meets criteria for 2, above, and weaves summaries or check-ins into session in well-integrated, “natural,” fashion.

**Did the therapist convey empathy to the children?**

0: Major and consistent lack of empathy, e.g., therapist is “reading to” the group, and likely to be missing major cues over entire session; no effort to understand the children

1: Although there may be moments of emphatic connection, session as a whole is marked by absence of empathy; therapist clearly annoyed at children, impatient or intolerant of children

2: Therapist makes consistent effort to understand children and responds with empathy to the emotions of the children

3: Therapist meets criteria for 2, above, and maintains empathic relationship throughout session

**Did the therapist work within a cognitive-behavioral framework?**

0: Session consists entirely of supportive, non-directive therapy, of interpersonal therapy, or of another model of treatment that is not CBT

1: Some CBT concepts or techniques are included in session, but out of the context of a CBT model; for example, CBT concepts or techniques serve as an add-on to what the therapist is doing

2: The therapist stays within a CBT framework consistently throughout the session, and does not use another treatment model

3: The therapist stays within a CBT model, conveys an understanding of that model to the patient and uses the model to deal with the children’s concerns

**Was the therapist able to manage the group?**

0: Not at all: the therapist made multiple attempts to control the group and cover material, but was unsuccessful.

1: Some control over the group, though there was still a good deal of cross-talk, joking, and/or non-compliance among group members.

2: Moderate control over the group, despite some difficulties.

3: Therapist is able to control the group in order to convey the material.

**What was the overall level of group motivation?**

0: Very low.

1: Low

2: Moderate.

3: High

**What was the overall level of comprehension of material in the group?**

0: Low for most students

1: Low for some students, moderate to high for others

2: Moderate to high for most students

3: Moderate to high for all students

**What was the overall group participation level?**

0: Low, most group members reticent

1: Low for some students, moderate to high for others

2: Moderate to high for most students

3: All students participating actively