

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

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: 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**
- 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: 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?

- 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: 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**
- 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: 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?

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: 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

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

_____ 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

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: 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

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)

- _____ 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