

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

## **Bounce Back Adherence / Fidelity Measure**

### **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)**

\_\_\_\_\_ Provided information about what students can expect from the program

\_\_\_\_\_ Created and reviewed Group Rules, Confidentiality, and Behavioral Reward Program

\_\_\_\_\_ Played Ice Breaker (M &M) Game

\_\_\_\_\_ Provided psycho educational piece: prevalence of trauma exposure and normal anxiety response

\_\_\_\_\_ Reviewed goals worksheet and taught children how to fill them out

\_\_\_\_\_ Introduced students to the reinforcement program

**Did the group leader present the agenda for the lesson at the beginning, and review the lesson at the end?**

0: Group leader never presents agenda or summarizes the lesson.

1: Group leader gives a general idea of the lesson at the beginning or end, but not in any detail.

2: Group leader gives some details about the lesson at the beginning and the end the session.

3: Group leader summarizes the agenda and the lesson, listing the points that will be/were covered and explaining how it will help.

**Did the group leader ask the group to summarize part of the lesson, or ask if they understand the material presented?**

Group leader never asks children if they understand lesson material, and never asks children to summarize a point that had been discussed or covered in skill training.

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

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

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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**Did the group leader convey empathy to the children?**

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

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

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

3: Group leader meets criteria for 2, above, and maintains empathic relationship throughout lesson

**Did the group leader 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 group leader is doing

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

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

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

0: Not at all: the group leader 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: Group leader 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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

## **Bounce Back Adherence / Fidelity Measure**

### **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)**

\_\_\_\_\_ Reviewed group rules and goals worksheet, rewarded practice completion

\_\_\_\_\_ Introduced CBT triangle and treatment rationale

\_\_\_\_\_ Taught ways to identify and name feelings

\_\_\_\_\_ Read a picture book and pointed out common reactions to stress or trauma

\_\_\_\_\_ Helped students identify things that make them happy

\_\_\_\_\_ Helped students identify 2 things that they can do that week that they enjoy and that make them feel good and show them how they can log their activities on the practice sheet

\_\_\_\_\_ Homework: Parent sheet for Session 2, reminded students of reinforcement program, and previewed content for Session 3.

**Did the group leader present the agenda for the lesson at the beginning, and review the lesson at the end?**

0: Group leader never presents agenda or summarizes the lesson.

1: Group leader gives a general idea of the lesson at the beginning or end, but not in any detail.

2: Group leader gives some details about the lesson at the beginning and the end the session.

3: Group leader summarizes the agenda and the lesson, listing the points that will be/were covered and explaining how it will help.

**Did the group leader ask the group to summarize part of the lesson, or ask if they understand the material presented?**

Group leader never asks children if they understand lesson material, and never asks children to summarize a point that had been discussed or covered in skill training.

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

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

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

**Did the group leader convey empathy to the children?**

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

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

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

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

3: Group leader meets criteria for 2, above, and maintains empathic relationship throughout lesson

**Did the group leader 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

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

3: Group leader 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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

2: Moderate to high for most students

3: All students participating actively

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

## **Bounce Back Adherence / Fidelity Measure**

### **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: Session 2 practice sheet; rewarded practice completion
- \_\_\_\_\_ Introduced Feeling Thermometer
- \_\_\_\_\_ Reviewed CBT triangle; discussed body feelings
- \_\_\_\_\_ Relaxation exercises: Led students in at least 2 relaxation exercises: Diaphragmatic breathing, progressive muscle relaxation, and/or body scan.
- \_\_\_\_\_ Handed out Session 3 Practice Sheet and asked kids to think of 2 times that they can practice relaxation before next session
- \_\_\_\_\_ Homework: Parent Sheet for Session 3, reinforcement program, and previewed Session 4

**Did the group leader present the agenda for the lesson at the beginning, and review the lesson at the end?**

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2: Group leader gives some details about the lesson at the beginning and the end the session.

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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**Did the group leader convey empathy to the children?**

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3: Group leader meets criteria for 2, above, and maintains empathic relationship throughout lesson

**Did the group leader work within a cognitive-behavioral framework?**

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3: Group leader 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



School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

## **Bounce Back Adherence / Fidelity Measure**

### **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)**

\_\_\_\_\_ Reviewed Session 3 practice sheet; rewarded practice completion

\_\_\_\_\_ Guided group on how to identify thoughts in other people using cartoon pictures

\_\_\_\_\_ Used comic vignettes to provide link between thoughts, feelings, and actions

\_\_\_\_\_ Led students in identifying helpful thoughts and created courage cards with students

\_\_\_\_\_ Homework: Handed out Session 4 practice sheet and taught students how to fill out their double bubbles and keep practicing relaxation, Parent sheet for Session 4, reminded students of reinforcement program, and previewed Session 5.

**Did the group leader present the agenda for the lesson at the beginning, and review the lesson at the end?**

0: Group leader never presents agenda or summarizes the lesson.

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2: Group leader gives some details about the lesson at the beginning and the end the session.

3: Group leader summarizes the agenda and the lesson, listing the points that will be/were covered and explaining how it will help.

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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**Did the group leader convey empathy to the children?**

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

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

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

3: Group leader meets criteria for 2, above, and maintains empathic relationship throughout lesson

**Did the group leader work within a cognitive-behavioral framework?**

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

3: Group leader 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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

## **Bounce Back Adherence / Fidelity Measure**

### **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: Session 4 Practice Sheet; Rewarded practice completion

\_\_\_\_\_ Led a relaxation exercise

\_\_\_\_\_ Described an analogy related to avoidance in the group

\_\_\_\_\_ Handed out ladders and helped students fill out the top wrung of staircase and explained how the Feeling Thermometer can work with the ladder

\_\_\_\_\_ Helped students identify a feasible bottom rung step that can be completed before the next session, working with individual students as needed

\_\_\_\_\_ Homework: Handed out Session 5 practice sheet and taught students how to write in their ladder practice journal once completed, parent sheet for Session 5, reminded students of reinforcement program, and previewed the content of session 6

**Did the group leader present the agenda for the lesson at the beginning, and review the lesson at the end?**

0: Group leader never presents agenda or summarizes the lesson.

1: Group leader gives a general idea of the lesson at the beginning or end, but not in any detail.

2: Group leader gives some details about the lesson at the beginning and the end the session.

3: Group leader summarizes the agenda and the lesson, listing the points that will be/were covered and explaining how it will help.

**Did the group leader ask the group to summarize part of the lesson, or ask if they understand the material presented?**

Group leader never asks children if they understand lesson material, and never asks children to summarize a point that had been discussed or covered in skill training.

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

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

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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**Did the group leader convey empathy to the children?**

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

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

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

3: Group leader meets criteria for 2, above, and maintains empathic relationship throughout lesson

**Did the group leader 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

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

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

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

0: Not at all: the group leader 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: Group leader 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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

## **Bounce Back Adherence / Fidelity Measure**

### **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: Session 5 practice sheet; rewarded practice completion;  
led group in relaxation exercise

\_\_\_\_\_ Reviewed CBT Triangle

\_\_\_\_\_ Reviewed what they have learned so far about feelings, thoughts, and actions

\_\_\_\_\_ Handed out Session 6 practice sheet and helped students identify the next rung in their ladder for practice as applicable.

\_\_\_\_\_ Had student(s) lead the group in a relaxation exercise

\_\_\_\_\_ Homework: Parent sheet Session 6, Session 6 practice sheet, reminded students of reinforcement program, and previewed content Session 7

**Did the group leader present the agenda for the lesson at the beginning, and review the lesson at the end?**

0: Group leader never presents agenda or summarizes the lesson.

1: Group leader gives a general idea of the lesson at the beginning or end, but not in any detail.

2: Group leader gives some details about the lesson at the beginning and the end the session.

3: Group leader summarizes the agenda and the lesson, listing the points that will be/were covered and explaining how it will help.

**Did the group leader ask the group to summarize part of the lesson, or ask if they understand the material presented?**

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

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



School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**Did the group leader convey empathy to the children?**

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

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

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

3: Group leader meets criteria for 2, above, and maintains empathic relationship throughout lesson

**Did the group leader work within a cognitive-behavioral framework?**

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

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

0: Not at all: the group leader 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: Group leader 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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

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

- 0: Low, most group members reticent
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- 2: Moderate to high for most students
- 3: All students participating actively

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

## **Bounce Back Adherence / Fidelity Measure**

### **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: Session 6 practice sheet; rewarded practice completion;

had 1-2 students lead group in a relaxation exercise

\_\_\_\_\_ Read picture book, “The Invisible String” and complete the Who are you connected to activity **OR** discussed social support/identifying trusted others/who is on your team

\_\_\_\_\_ Led discussion of “What to do when your feeling thermometer is rising?”

\_\_\_\_\_ Handed out Session 7 practice sheet, helped student identify next rung on ladder and how to fill out problem solving practice

\_\_\_\_\_ Distributed Parent Sheet for Session 7, reminded students of reinforcement program, and previewed Session 8

**Did the group leader present the agenda for the lesson at the beginning, and review the lesson at the end?**

0: Group leader never presents agenda or summarizes the lesson.

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2: Group leader gives some details about the lesson at the beginning and the end the session.

3: Group leader summarizes the agenda and the lesson, listing the points that will be/were covered and explaining how it will help.

**Did the group leader ask the group to summarize part of the lesson, or ask if they understand the material presented?**

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

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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**Did the group leader convey empathy to the children?**

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**Did the group leader work within a cognitive-behavioral framework?**

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

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

3: Group leader 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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

## **Bounce Back Adherence / Fidelity Measure**

### **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: Session 7 Practice sheet; rewarded practice completion; had 1-2 students lead relaxation exercise

\_\_\_\_\_ Normalized real life problems and reintroduced role plays.

\_\_\_\_\_ Role played problem solving situations using the “What to do when your feeling thermometer is rising” Worksheets

\_\_\_\_\_ Handed out Session 8 practice sheet, helped students identify next rung on ladder and how to fill out problem solving practice

\_\_\_\_\_ Handed out Parent Sheet for Session 8, reminded students of reinforcement program, and previewed Session 9

**Did the group leader present the agenda for the lesson at the beginning, and review the lesson at the end?**

0: Group leader never presents agenda or summarizes the lesson.

1: Group leader gives a general idea of the lesson at the beginning or end, but not in any detail.

2: Group leader gives some details about the lesson at the beginning and the end the session.

3: Group leader summarizes the agenda and the lesson, listing the points that will be/were covered and explaining how it will help.

**Did the group leader ask the group to summarize part of the lesson, or ask if they understand the material presented?**

Group leader never asks children if they understand lesson material, and never asks children to summarize a point that had been discussed or covered in skill training.

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

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

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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**Did the group leader convey empathy to the children?**

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

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

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

3: Group leader meets criteria for 2, above, and maintains empathic relationship throughout lesson

**Did the group leader 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 group leader is doing

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

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

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

0: Not at all: the group leader 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: Group leader 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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**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



School: \_\_\_\_\_

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

Year: \_\_\_\_\_

## **Bounce Back Adherence / Fidelity Measure**

### **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: review Session 8 Practice sheet; rewarded practice completion; lead group in relaxation exercise

\_\_\_\_\_ Discussed putting it all together, relapse prevention—tools you can use

\_\_\_\_\_ Reviewed skills through a game

\_\_\_\_\_ Discussed and planned consolidation project.

\_\_\_\_\_ Handed out Session 9 practice sheet, helped students identify next rung on ladder (if applicable) and how to fill it out in their ladder practice journal

\_\_\_\_\_ Handed out Parent Sheet for Session 9, reminded students of reinforcement program and final rewards during next session, and previewed content of final session 10

**Did the group leader present the agenda for the lesson at the beginning, and review the lesson at the end?**

0: Group leader never presents agenda or summarizes the lesson.

1: Group leader gives a general idea of the lesson at the beginning or end, but not in any detail.

2: Group leader gives some details about the lesson at the beginning and the end the session.

3: Group leader summarizes the agenda and the lesson, listing the points that will be/were covered and explaining how it will help.

**Did the group leader ask the group to summarize part of the lesson, or ask if they understand the material presented?**

Group leader never asks children if they understand lesson material, and never asks children to summarize a point that had been discussed or covered in skill training.

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

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

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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**Did the group leader convey empathy to the children?**

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

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

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

3: Group leader meets criteria for 2, above, and maintains empathic relationship throughout lesson

**Did the group leader 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 group leader is doing

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

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

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

0: Not at all: the group leader 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: Group leader 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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

## **Bounce Back Adherence / Fidelity Measure**

### **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)**

\_\_\_\_\_ Reviewed Session 9 practice sheet; rewarded practice completion

\_\_\_\_\_ Consolidation project planning and practice.

\_\_\_\_\_ Celebration of progress.

\_\_\_\_\_ Handed out parent sheet for Session 10 with individual feedback about each child. Let students know about what is included in parent sheet

\_\_\_\_\_ Had students lead relaxation exercises.

**Did the group leader present the agenda for the lesson at the beginning, and review the lesson at the end?**

0: Group leader never presents agenda or summarizes the lesson.

1: Group leader gives a general idea of the lesson at the beginning or end, but not in any detail.

2: Group leader gives some details about the lesson at the beginning and the end the session.

3: Group leader summarizes the agenda and the lesson, listing the points that will be/were covered and explaining how it will help.

**Did the group leader ask the group to summarize part of the lesson, or ask if they understand the material presented?**

Group leader never asks children if they understand lesson material, and never asks children to summarize a point that had been discussed or covered in skill training.

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

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

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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**Did the group leader convey empathy to the children?**

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

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

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

3: Group leader meets criteria for 2, above, and maintains empathic relationship throughout lesson

**Did the group leader 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 group leader is doing

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

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

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

0: Not at all: the group leader 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: Group leader 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

School: \_\_\_\_\_

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

Year: \_\_\_\_\_

**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