Office Hours: Cognitive Behavioral Intervention for Trauma in Schools & Check and Connect

Sharon Hoover Stephan, University of Maryland School of Medicine Center for School Mental
Jana Hallas, Institute on Community Integration University of Minnesota
Agenda

1. Brief Second Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Overview
2. Second Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Q&A
3. Brief Check and Connect Overview
4. Check and Connect Q&A
5. Wrap up
Sharon Hoover Stephan Ph.D.

Principal Investigator and Co-Director at the University of Maryland School of Medicine, Center for School Mental Health.
Question

- What is your biggest challenge in implementing CBITS?
Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

Slides developed by the National Child Traumatic Stress Network and the Trauma Services Adaptation Center for Resiliency, Hope, & Wellness in Schools
Center for School Mental Health

MISSION
To strengthen the policies and programs in school mental health to improve learning and promote success for America’s youth

- Established in 1995. Federal funding from the Health Resources and services Administration.

- Focus on advancing school mental health policy, research, practice, and training.

- Shared family-schools-community agenda.

- Co-Directors: Sharon Stephan, Ph.D. & Nancy Lever, Ph.D. http://csmh.umaryland.edu, (410) 706-0980
The Treatment and Services Adaptation (TSA) Center for Resiliency, Hope, and Wellness in Schools

http://traumaawareschools.org

Marleen Wong, Ph.D. LCSW
Associate Dean and Clinical Professor
University of Southern California School of Social Work
Principal Investigator, USC/LAUSD/RAND/UCLA
NCTSN Trauma Services Adaptation Center
For Resilience Hope and Wellness in Schools

- Pia Escudero, LCSW
- Steve Hydon, MSW
- Lisa Jaycox, PhD
- Joshua Kaufman, LCSW
- Sheryl Kataoka, MD, MSHS
- Audra Langley, PhD
- Bradley Stein, MD, PhD
- Pamela Vona, MA
We created CBITS to help children cope with trauma

- Begun in 1998
- Collaboration with Los Angeles Unified School District, University of California, Los Angeles
Key aspects of CBITS

- Early Detection
- Student Coping Skills
- Parent, Peer and Teacher Support
Parent and teacher education sessions

Universal or targeted screening

10 group sessions
1-3 individual sessions

Parent, Peer and Teacher Support

Student Coping Skills

Early Detection
CBITS Structure and Content

- Screening
- Individual/Family Meeting
- Session 1 – Intro, Why are we here
- Session 2 – Relaxation, Psychoeducation

**Between Sessions 2-5 – Individual Session – Trauma Narrative**
- Sessions 3, 4 – HOT Seat (cognitive)
- Session 5 – Fear Hierarchy
- Sessions 6, 7 – Exposure (drawing, writing, imagining, telling)
- Sessions 8, 9 – Problem Solving
- Session 10 – Graduation, Relapse Prevention

- 2 Parent Sessions
- 1 Teacher Session
How do we select students for the group?

- Screen from referral list
- Individual meetings to screen (especially with low literacy students)
- Group screening (i.e., by class or grade level)
How do we screen students for CBITS?

Step 1. Administer screening surveys

- The screener includes:
  - **Trauma Exposure Checklist**: 17 items asking about traumatic and violent events
  - **Foa’s Child PTSD Symptom Scale**: 17 items

- Screening should be conducted as close to first CBITS session as possible (within 1-2 months)
How do we screen students for CBITS?

Step 2. Score screener to identify eligible students for CBITS

- Any lifetime trauma exposure
- PTSD cut-off score: 14 or more points
How do we screen students for CBITS?

Step 3. Interview eligible students individually

- Verify survey results and identify main traumatic event
- Assess appropriateness for group
Goals of CBITS

Symptom Reduction

- PTSD symptoms
- General anxiety
- Depressive symptoms
- Low self-esteem
- Behavioral problems
- Aggressive and impulsive

- Build Resilience

- Peer and Parent Support
Fidelity Monitoring

What do we look for?

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)
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
• Included in evidence-based program repositories
• Train-the-trainer and certification procedures
• Training and support website
Making training more accessible

Addressing Trauma in the Classroom

Posted on December 7, 2010

Pia Escudero (bio) offers suggestions for helping teachers address mental health issues in the classroom.

Cognitive Behavioral Intervention for Trauma in Schools

Pia Escudero, LCSW

Intervention Developer
CBITSprogram.org is expanding reach
DISSEMINATION
INNOVATION
RESEARCH

- Foster care
- Special education
- Younger children (Bounce Back)
- School personnel (SSET)
An Intervention for Elementary School Children Exposed to Traumatic Events: The Bounce Back Program

• 10 Group Sessions—CBT Skills
• Parent Educational Session(s)
• 2-3 Individual Trauma Narrative Sessions (parent invited to 3rd)
• Weekly letters to parents
• Weekly emails to teachers

Audra Langley, Ph.D.
University of California Los Angeles
Dept. of Psychiatry and Biobehavioral Sciences

Lisa Jaycox, Ph.D.
RAND Corporation
A version of CBITS can be given by non-clinical school staff.
Welcome to the Support for Students Exposed to Trauma Program!

You now have access to the free online training and resources.

The Support for Students Exposed to Trauma (SSET) team is here to help you at every stage of implementation, from preparation and training to ongoing support as you lead groups. That’s why in addition to the online training, we’ve created several areas where you can interact with the developers of the SSET Program as well as other educators like you.

- Ask an Expert Submit questions directly to the developers of the SSET Program
- Discussion Board Connect with other educators running SSET groups
- Collaborative Workspace Share files with other group leaders

Be sure to visit our Resource Center, a comprehensive library of implementation tools that allows you to:

- watch video Quick Tips with lesson-by-lesson instructions and advice for leading groups,
- access screening tools and suggested measures,
- download the program manual,
- read pre-training background information on trauma,
- check out helpful links, and more!

Whether you’ve led student support groups in the past or are planning to run a group for the first time, rest assured that we’re here for you every step of the way!
Interactive online curriculum-
Life Improvement for Teens
TALKING ABOUT ME

THEY DON'T LIKE ME
Select the situations below to practice matching feelings, thoughts, and actions.

- Jose insults or disrespects William.
- Maria's boyfriend breaks up with her.
- Rafael's parents are fighting loudly.
- Stefanie wins third place in a contest.
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)

**Child’s Treatment**
- Coping Skills Training:
  - Emotional Expression
  - Cognitive Coping
  - Relaxation
- Gradual Exposure & Processing
- Education:
  - Child Sexual Abuse
  - Healthy Sexuality
  - Personal Safety

**Caregiver’s Treatment**
- Coping Skills Training:
  - Emotional Expression
  - Cognitive Coping
  - Relaxation
- Gradual Exposure & Processing
- Education (like child sessions)
  - Behavior Management

**Joint Sessions**
- Coping Skills Exercises
- Gradual Exposure & Processing
- Education Regarding Sexuality and Sexual Abuse
- Personal Safety Skills
- Family Sessions

From Deblinger & Heflin (1996)
Multi-tiered Supports for Trauma-Exposed Youth

1-5%

Intensive, Individually Designed Interventions
- Strategies to address needs of individual students with intensive needs

5-10%

Targeted, Group Interventions
- Small, needs-based groups for at-risk students who do not respond to universal strategies

80-90%

Universal Interventions
- All settings, all students
- Preventive, proactive

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)

Bounce Back (K-5th)
Cognitive Behavioral Intervention for Trauma in Schools (CBITS, 6th-12th)

Support for Students Exposed to Trauma (SSET)

Psychological First Aid – Listen, Protect, Connect, Model and Teach

School-side Ecological Strategies – Positive, Safe School Climate
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)

Bounce Back (K-5th)
Cognitive Behavioral Intervention for Trauma in Schools (6th-12th)

Support for Students Exposed to Trauma (SSET)

Psychological First Aid – Listen, Protect, Connect, Model and Teach

School-side Ecological Strategies – Positive, Safe School Climate

OUTCOME MONITORING AND PROGRAM EVALUATION
Goal: Determine whether students individually, by agency, or entire Network are achieving behavioral health outcomes. One can aggregate data from all of the above assessment purposes depending on outcome monitoring goals.
Contact

Sharon Hoover Stephan, Ph.D.
sstephan@psych.umaryland.edu
443-801-3254

Center for School Mental Health
University of Maryland, Baltimore
School of Medicine
Division of Child and Adolescent Psychiatry
737 W. Lombard St. 4th floor
Baltimore, Maryland 21201
(http://csmh.umaryland.edu
Email: csmh@psych.umaryland.edu
What implementation questions do you have?

Unmute your phone to share your question(s).
Meet the Expert

Jana Hallas, M. Ed.

Project Coordinator for the Institute on Community Integration for the University of Minnesota.
What is your biggest challenge in implementing Check and Connect?
Check and Connect

Slides developed by Jana Hallas, M.Ed. from the Institute on Community Integration at the University of Minnesota
Keys to Success with C&C

• Coordinator

• Administrative support

• Training and professional development

• Celebrating success
Common Challenges with C&C

• Keeping momentum

• Using the monitoring form

• Engaging families
Maintaining Fidelity of Implementation

• Coordinator questions:
  – Are mentors following up on data?
  – Are mentees receiving timely interventions?
  – Are mentors Checking & Connecting weekly?
  – How and when are mentors engaging families?
  – Are all four core components in place?

❖ C&C Fidelity self-assessment, manual p. 87
Contact

Jana Hallas, M. Ed.
Project Coordinator
Check & Connect
(612) 624-7315
jahallas@umn.edu

http://checkandconnect.umn.edu

University of Minnesota
Institute on Community Integration
6 Pattee Hall
150 Pillsbury Dr. SE
Minneapolis, MN 55455
Thank You!

Thank you for participating in today’s call!

- If you have additional questions about implementing programs or strategies, contact your technical assistance specialist or NCSSLE (ncssle@air.org).

- If you have grant administration questions, please contact your Federal Project Officer(s) Nicole White or Lisa Harrison and Loretta McDaniel.