

Supporting Students Returning to Class After CBITS + BB Individual Sessions

Practical strategies to help students smoothly transition back to class

Supporting students as they transition back to class after a CBITS or BB individual session is an important part of reinforcing safety, regulation, and readiness for learning. The strategies below utilize techniques from the CBITS & BB group sessions that provide practical, developmentally appropriate techniques to help students regain focus, manage emotions, and re-engage with their school day.



Regulate the Body: Breathing & Grounding Techniques

- Encourage the student to take 1–2 minutes for slow belly breathing (inhale 4, exhale 6).
- Offer grounding prompts: "Name 3 things you see, 2 things you hear, and 1 thing you can feel right now."
- *Why?* Helps reduce physiological arousal and prepares the mind for learning.



Reframe Thoughts: Cognitive Coping

- Supporting Questions:
 - "What's the thought you're having right now?"
 - "Is there a more helpful or realistic way to think about it?"
- *Why?* Encourages students to challenge worry-based thoughts so they can focus on learning.



Brief Problem-Solving

- If the student is returning stressed or overwhelmed, guide them to:
 - Identify the problem ("What is making it hard to go back?")
 - Brainstorm one small next step.
 - Choose the most doable option.
- *Why?* Keeps students from feeling stuck and supports autonomy.

REMINDER

If an individual session takes place at the start of the school day, it is recommended that the clinician check in with the student later in the day to ensure they are coping well and successfully re-engaged in class.

FEELINGS THERMOMETER



If a student rates themselves at a 6+, provide an additional coping strategy (breathing, grounding, movement, water break) to help them reset before returning.

SHIFTING FOCUS



Before the student re-enters class, briefly review what they are returning to (subject, activity, or transition).