**AGPA Connect 2023 Presenter Information**

**Course Code:** 40-5 (Virtual)

**Course Title:** Virtual teen groups: 8 virtual interventions to promote connection, awareness, and process the here and now more effectively

**Course Times:** 2:30 PM - 4:00 PM

**Course Dates:** Friday, March 10

**Instructors:** Sara Schreiber

**Course Description:** Session will teach workshop members virtual interventions to promote connection, awareness, and process the here and now more effectively. Teen groups are hard to run, and even harder to run on Zoom. This workshop will teach members both the technical piece of running virtual groups for teens as well as some therapeutic interventions to use on a virtual platform.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎Utilize zoom more effectively in four different ways to increase participation in virtual adolescent ‎groups.‎
2. ‎Identify how to structure the virtual pre-group interview and agreement for better group ‎participation.‎
3. Apply eight of the virtual interventions learned in the session.‎
4. ‎Cite at least three interventions to help with the here and now of the group session.‎

**Significant Articles:**

1. Gillihan, S. (2020). Cognitive behavioral therapy made simple: 10 strategies for managing anxiety, ‎depression, anger, panic and worry. Sheldon Press.‎
2. Haen, C., & Aronson, S. (Eds.). (2017). Handbook of child and adolescent group psychotherapy: A ‎practitioner’s reference. New York, NY: Routledge
3. Heimberg, R. G., & Becker, R. E. (2002). Cognitive-behavioral group therapy for social phobia: Basic ‎mechanisms and clinical strategies. Guilford. ‎
4. Laugeson, E. A. (2015). Social skills for teenagers with developmental and autism spectrum disorders: ‎The PEERS treatment Manual. Routledge.‎
5. Pojman, A. (2009). Adolescent group psychotherapy: Method, madness, and the basics. New York, NY: ‎American Group Psychotherapy Association.‎

**Agenda:**

1. Introduction and Establishment of Course Contract (5 min.) Technicalities of doing virtual teen groups (L.Obj 1) (20 minutes)
2. Using the Zoom share screen feature
3. Using the zoom whiteboard
4. Using jamboard
5. Using the Zoom chat feature
6. Using Zoom breakout rooms
7. Preparing for the virtual teen group (L.Obj 2) (10 minutes)
8. Pre-group interview
9. Group agreement
10. Eight Virtual Interventions (L.Obj 3 and 4) (55 minutes)
11. Begin with a experiential intervention: How I structure my session 1 icebreaker - squiggle activity using jamboard (10 minutes)
12. Graduation or holiday session - Didactic/non experiential (5 minutes)
13. CBT on jamboard - Experiential (10 minutes)
14. Social anxiety exposures on Zoom - Experiential (10 minutes)
15. Social skills practice - joining into a conversation using the breakout room feature - Experiential (10 minutes)
16. “Fake News” core beliefs questions for group members - Didactic (5 minutes)
17. Using Jamboard to explore values work - Didactic (5 minutes)
18. Using a mood meter on screen share to check in on the overall ‘temperature’ of the group or having group members use emojis in the chat to share their feelings that day - Experiential (5 minutes)

**Assessment Questions:**

Question 1 (include possible answers)

What is one of the benefits of exposure therapy? A. Exposure disrupts the cycle of anxiety by allowing you to stay in a feared situation long enough on repeated occasions that you feel a natural reduction in anxiety. B. Exposure allows group members to feel anxious with an audience. C. When one engages in exposure therapy, they are learning how to avoid situations that make them anxious. D. There are no benefits of exposure therapy.

Correct Answer 1

A

Question 2 (include possible answers)

Why is role play helpful in group therapy? A. Role play helps everyone feel more connected to each other. B. Role play helps group members practice and refine skills to use outside of group. C. Role play increases awareness into the ‘here and now’. D. Role play is not helpful in group therapy.

Correct Answer 2

B

Question 3 (include possible answers)

What is an effective way to engage adolescent group members ahead of the group beginning? A. Sending them an email letting them know who you are B. Meeting solely with the parents in order to build rapport with them C. Engaging in a pre-group interview and reviewing the group agreement and answering any questions the group member has, as well as learning more about their psychosocial history D. Meeting with them for fifteen minutes to review the group agreement

Correct Answer 3

C

Question 4 (include possible answers)

Core beliefs are: A. Negative fixed beliefs one has about themselves or the world that they carry with them at all times B. Positive beliefs that that people have about others C. Negative beliefs about specific people D. A form of anxiety

Correct Answer 4

A

Question 5 (include possible answers)

Working on core beliefs in group therapy is helpful for teens because: A. It helps improve insight into their functioning B. They can work together to fight against core beliefs using the ‘evidence for/evidence against’ approach with each other C. Hearing group members share positive feedback about each other can help improve self esteem as well as create more positive bonds between group members D. All of the above

Correct Answer 5

D

Question 6 (include possible answers)

Asking group members to explore the ‘Evidence for/Evidence against’ their thoughts is a technique most commonly used in which type of therapy? A. Acceptance and Commitment Therapy B. Cognitive Behavioral Therapy C. Dialectical Behavioral Therapy D. None of the above

Correct Answer 6

B

Question 7 (include possible answers)

What is the purpose of the initial icebreaker intervention? A. So that group can be anonymous B. So that group members can show off their artistic abilities C. To normalize group group members’ struggles and help adolescents feel comfortable asking uncomfortable questions anonymously at first, leading to sharing more vulnerably once they see that they are not alone D To normalize group members not speaking at all during group

Correct Answer 7

C

Question 8 (include possible answers)

What is the role of the group leader in an adolescent virtual group? A. To be an active facilitator, one who helps redirect the group, sets the frame, and helps bridge connection among group members B. To be a silent facilitator and allow the group to unfold naturally C. To encourage conflict among group members D. To make sure the group is a conflict-free space for all group members at all times

Correct Answer 8

A

Question 9 (include possible answers)

Why is there a need to use more creativity in virtual group therapy for adolescents? A. Adolescents tend to have a shorter attention span B. It is easier for group members to be on their phones/multitasking while on Zoom C. Adolescents have a harder time staying engaged in a virtual discussion D. All of the above (d)

Correct Answer 9

D

Question 10 (include possible answers)

Texting, social media, and the internet: A. Are always a distraction to the work of the group. B. Should never be allowed during the group. C. Can be a helpful tool in the group process. D. All of the above.

Correct Answer 10

C