

TAILORING TF-CBT TO FIT FOR YOUR ADOLESCENT CLIENTS

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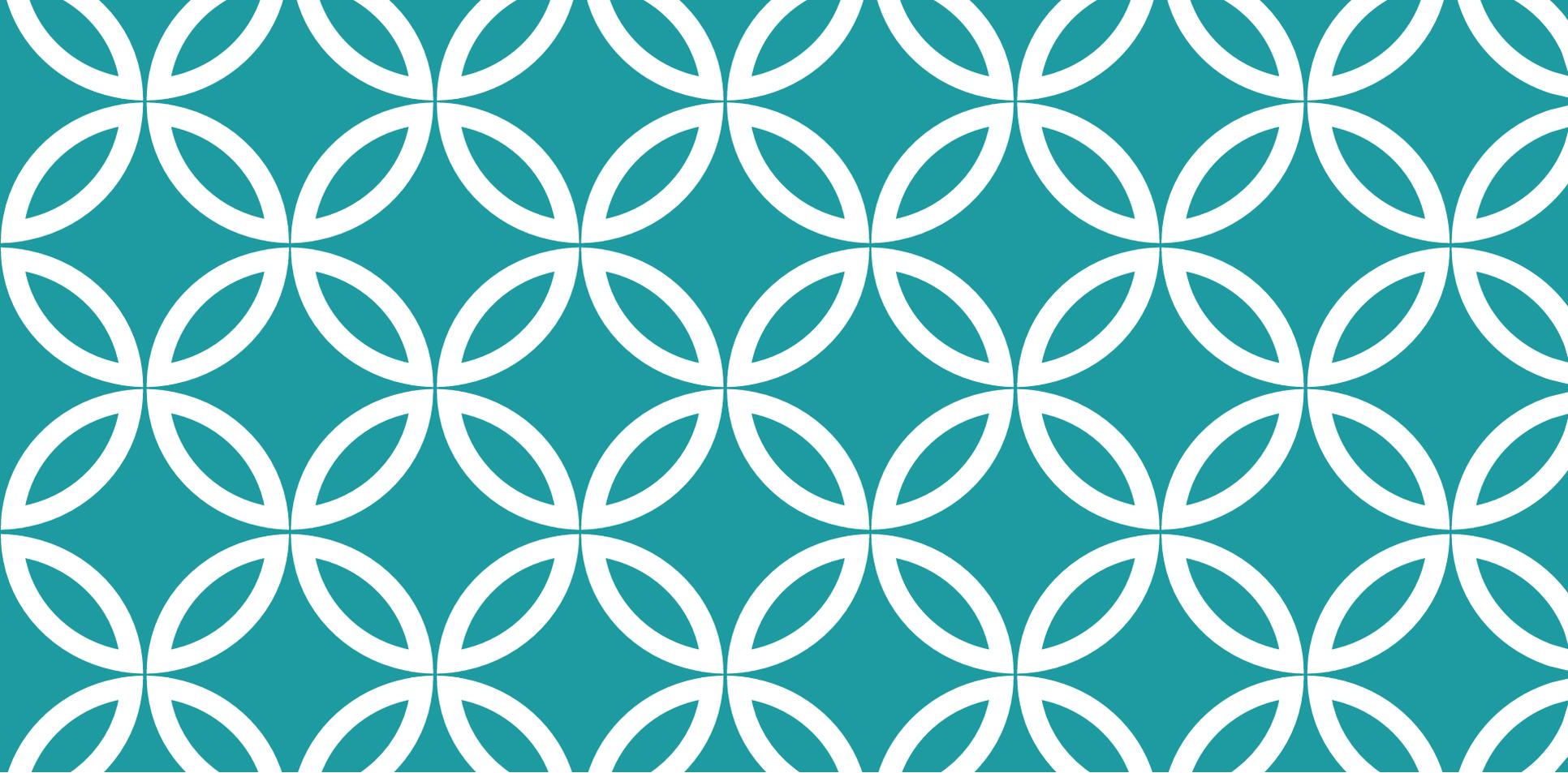
- ❖ Judy Cohen, MD & Tony Mannarino ,PhD
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And many others...



GOALS FOR THE NEXT 1 HOUR...

- Discuss common challenges in doing TF-CBT with adolescents
- Take a step-by-step approach to adjusting PRACTICE components to unique needs of adolescents
- Apply adaptations to case examples



**WHAT'S THE BIG DEAL? WHY
ARE ADOLESCENTS SO TRICKY?**



Under construction

- Prefrontal cortex – responsible for organizing, setting priorities, strategizing, controlling impulses
- Brain functions that help plan and adapt to the social environment
- Brain functions that help put situations into context; retrieve memories to connect with gut reactions

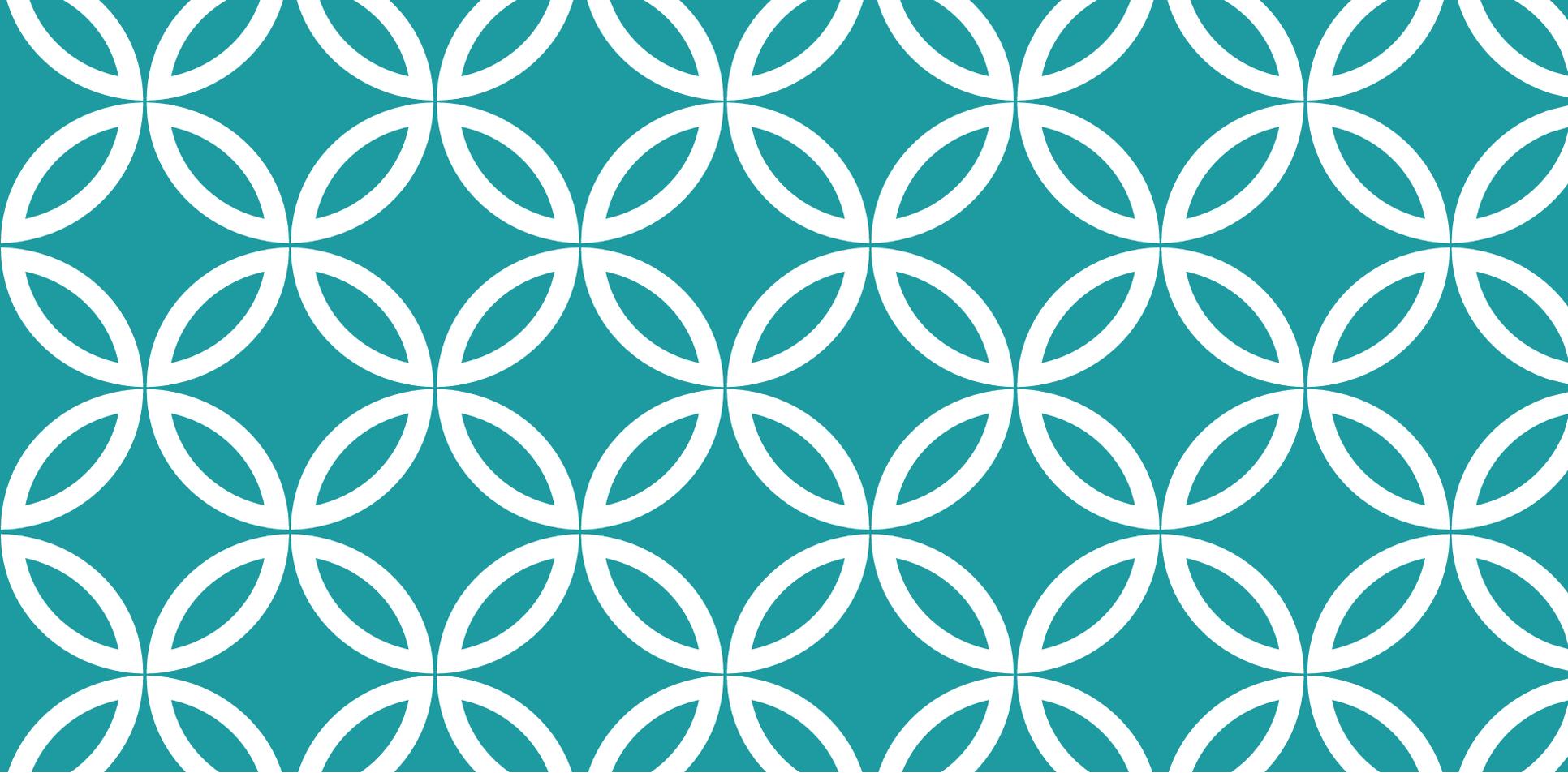


COMMON PTSD REACTIONS

Anxiety and mood problems

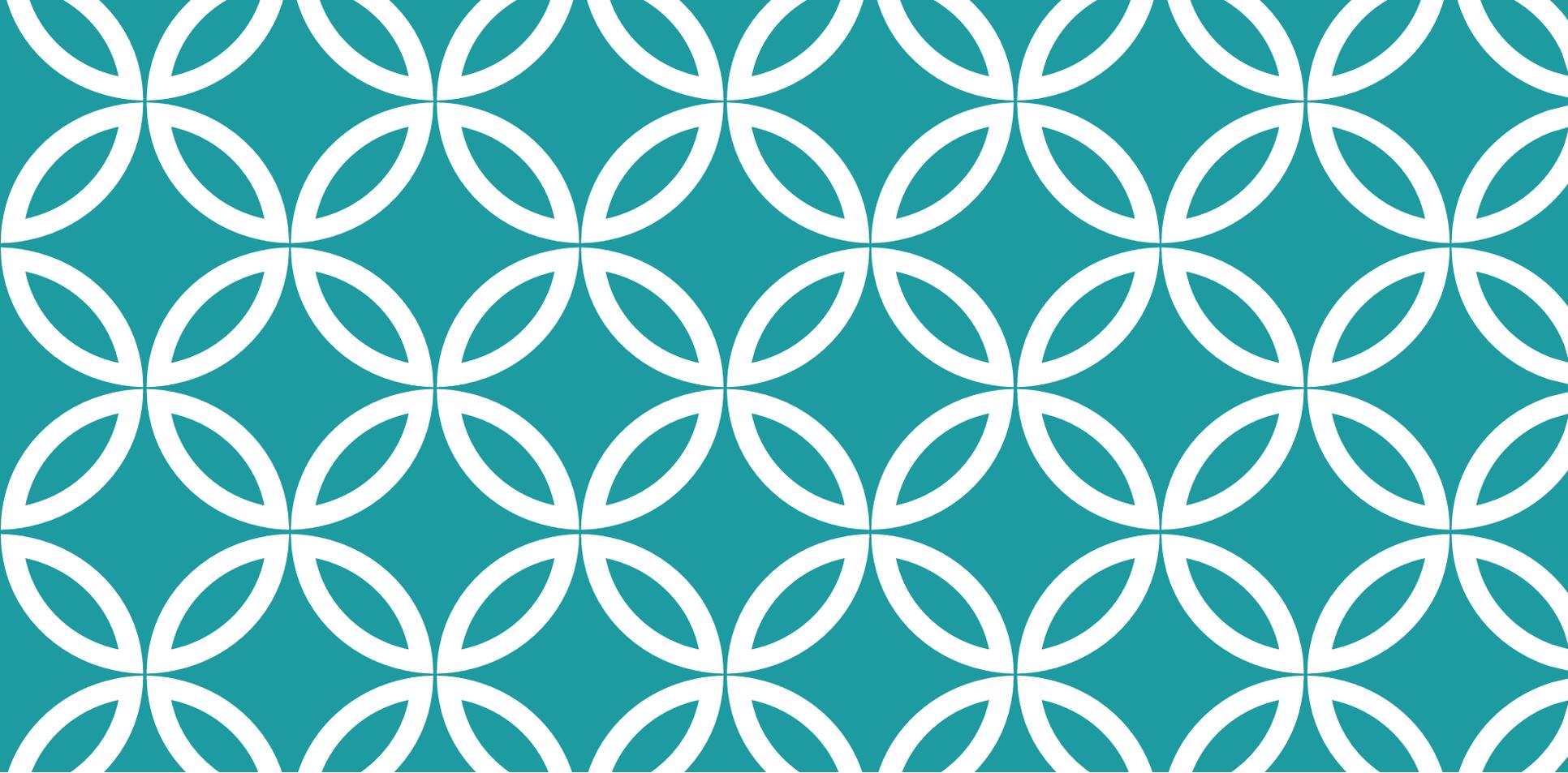
Negative perceptions about oneself and the world

Interpersonal difficulties



HOW DO ADOLESCENTS ENGAGE?





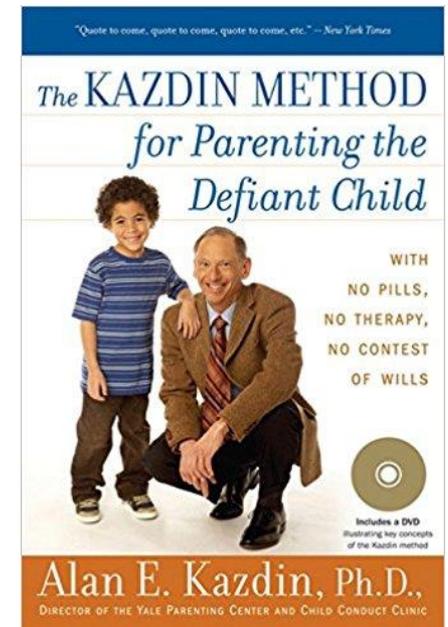
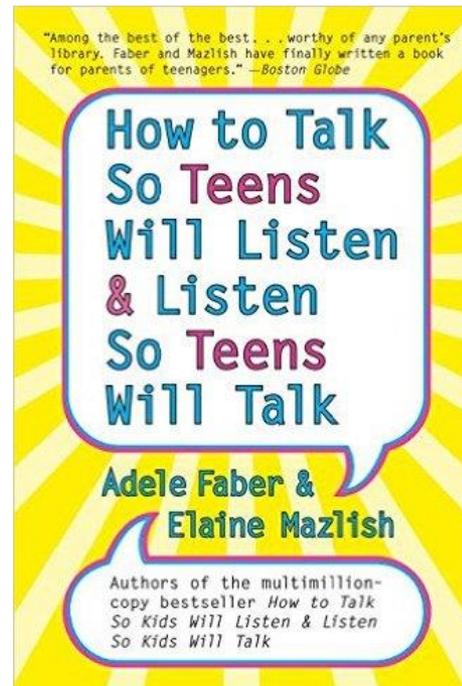
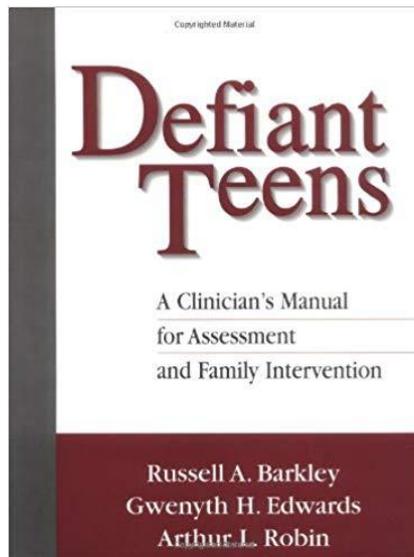
**PRACTICAL APPLICATION
THROUGH CASE EXAMPLES**



FIRST, DON'T FORGET TO INCLUDE CAREGIVERS

- Enhance parental support—predictive of outcomes
 - Reduce adolescent depression
 - Reduce risk-taking behaviors
- Improve youth-parent positive communication
- Enhance parental acceptance of the youth's identity
- Minimize rejecting parental behaviors

FIRST, DON'T FORGET TO INCLUDE CAREGIVERS



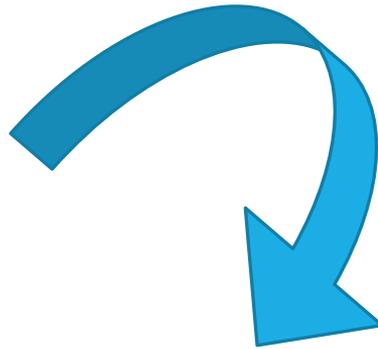
ASSESSMENT

Upon beginning assessment:

Sat on floor

Pulled hoodie over her face

Physically rolled into a ball



Provider sat on the floor with the client and did not immediately discuss trauma or trauma-related symptoms. Turned on music (client's preference). As client's comfort increased, provider immersed into discussion around trauma and completion of CATS. Completed impromptu safety plan with teen.

ASSESSMENT

If currently in counseling: Focus/Structure/Helpfulness

(“What do you and your counselor work together on? When do you use _____ skills? Is it helpful? Have you and counselor talked about – trauma-?”)

Goals for treatment

(May briefly state caregiver goal and inquire of child’s agreement. Or reflect area of difficulty and ask if child would like help with that.)

ENHANCING SAFETY

- Many adolescents with PTSD engage in risky or harmful behaviors
 - Start with safety, continue throughout the model

ENHANCING SAFETY

- Acknowledge/validate
- Address relationship between risk-taking behaviors and history of trauma
- Engage in safety planning
 - Collaborate!
- Develop plan with youth and caregiver
- Provide alternative coping skills

ENHANCING SAFETY

Identifying Warning Signs ("at risk" times for having suicidal thoughts, desire to self-harm, desire to harm others, depressed/irritable mood, and/or other unsafe behavior)

1. _____

2. _____

3. _____

4. _____

Making the Environment Safe (what I can do to make sure I am in safe situations)

1. _____

2. _____

3. _____

4. _____

PSYCHOEDUCATION

- Would not engage with provider if talking was the only expectation. Provider was brick walled on many occasions.
 - Would not leave the lobby or her car
- Loved music, dancing, and playing games
- Handouts or worksheets re: psychoeducation “boring” and “wrong”
- Music was utilized
 - Provider researched genre of music and used lyrics/messages being communicated to engage client

RELAXATION

- During relaxation practice she could recite all the skills taught in therapy and why they are supposed to work, but would not utilize herself
- She loved art, specifically drawing and making collages; learned that she loved words of affirmation/positive quotes
 - Meet teen where they are with skills
 - What currently works for them? Adapt this.
 - Avoid power struggle

AFFECT REGULATION

- Talking about feelings was tough for this youth. Feelings=vulnerability; vulnerability=judgement and weakness
- She loved to express herself via her writing. Had journals upon journals of emotion laden stories, but verbal communication felt like too much
- Client “taught” therapist about emotions via a story she wrote
- When externalized from herself it was easier to talk about feelings; application of affect regulation came easier too

COGNITIVE COPING

- “Grab box” relaxation strategy was continuing to be successful. She was observed to understand feelings vocab and scaling. Continued to easily shut down in session, though more manageable than previously indicated.
- In learning cognitive triangle, she had a great grasp on difference and connection between T-F-B. When practicing identifying thoughts people have/triggers she continued to shut down
 - In the moment: it was difficult to reengage client; music helped some. Ultimately ended session with complete separation from therapy room (walked around enclosed playground)
 - In the future: maintained “grab box” relaxation tactics, but stayed away from expectation to verbally communicate thoughts (for now). Created incentive program.

TRAUMA NARRATIVE

- Successfully made it through PPRAC. Gradual exposure was consistent throughout.
- Client was uninterested in completing TN. He “did not see the point.”
- Instead of repeatedly providing rationale for why it is important (which is tempting), provider increased structure of session with client’s involvement
- Ultimately expressed discomfort in stories being in the hands of the provider; they were his stories after all
- Provider gave control to teen by compromising on nature with which story was told and how the TNs were stored
 - Computer felt too permanent
 - Used journal that would lock (contracted with client that provider had keys as well and journal stayed in the clinic)
 - Took turns writing the story, until teen was comfortable with provider exclusively writing

COGNITIVE PROCESSING

- Successfully made it through PPRAC. Gradual exposure was consistent throughout.
- Client did quite well in narrative; generally, she loved telling stories
- High levels of anger and resentment remained towards mother and self
- Hesitant to explore thoughts because they “are private.”
 - GET PERMISSION BEFORE EXPLORING FURTHER
- Started with agreement to pull thoughts from TN together
 - With validation, lack of judgement, and reflective listening client’s comfort increased in discussing further
 - Used scaling system on thoughts
 - Explored pros and cons together—never one-sided

ENHANCING (FUTURE) SAFETY

- Sex education
 - Puberty
 - Sex vs. sexual abuse
 - May include review of sex laws
 - Dating relationships
 - What to look for in a dating partner
 - Warning signs in a relationship
 - Sexual decision-making
 - Managing external pressures
 - Safe and appropriate use of technology
- Personal safety skills
 - Increase awareness
 - Enhancing confident body language
 - Increase assertive communication skills

ONLINE TEEN RESOURCES

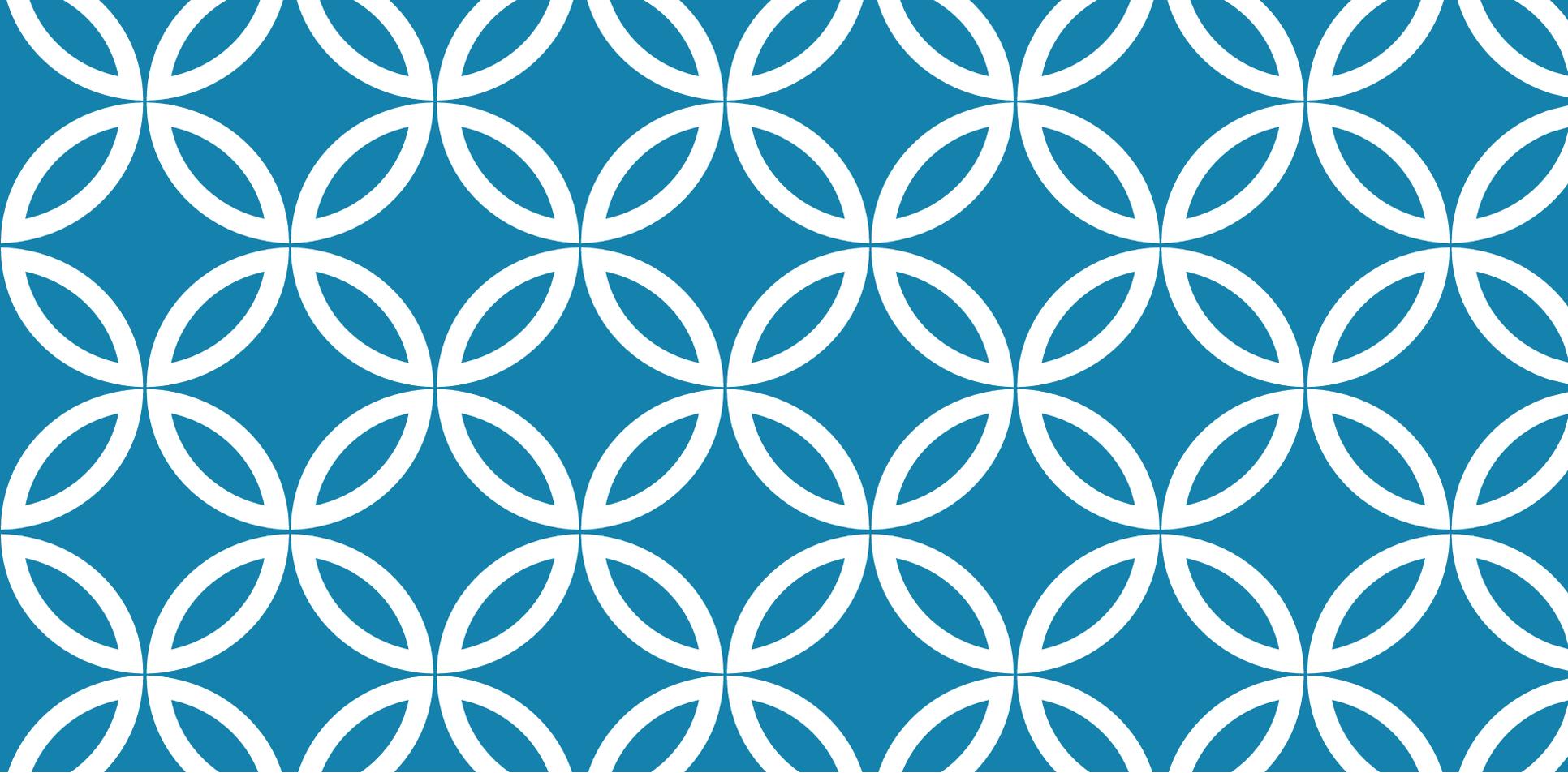


<http://www.scarleteen.com>

<http://sexetc.org>

<http://www.helpguide.org/home-pages/teen-issues.htm>

<http://www.iwannaknow.org/teens/index.html>



Center on Child Abuse & Neglect

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THANK YOU!



www.oklahomatfcbt.org