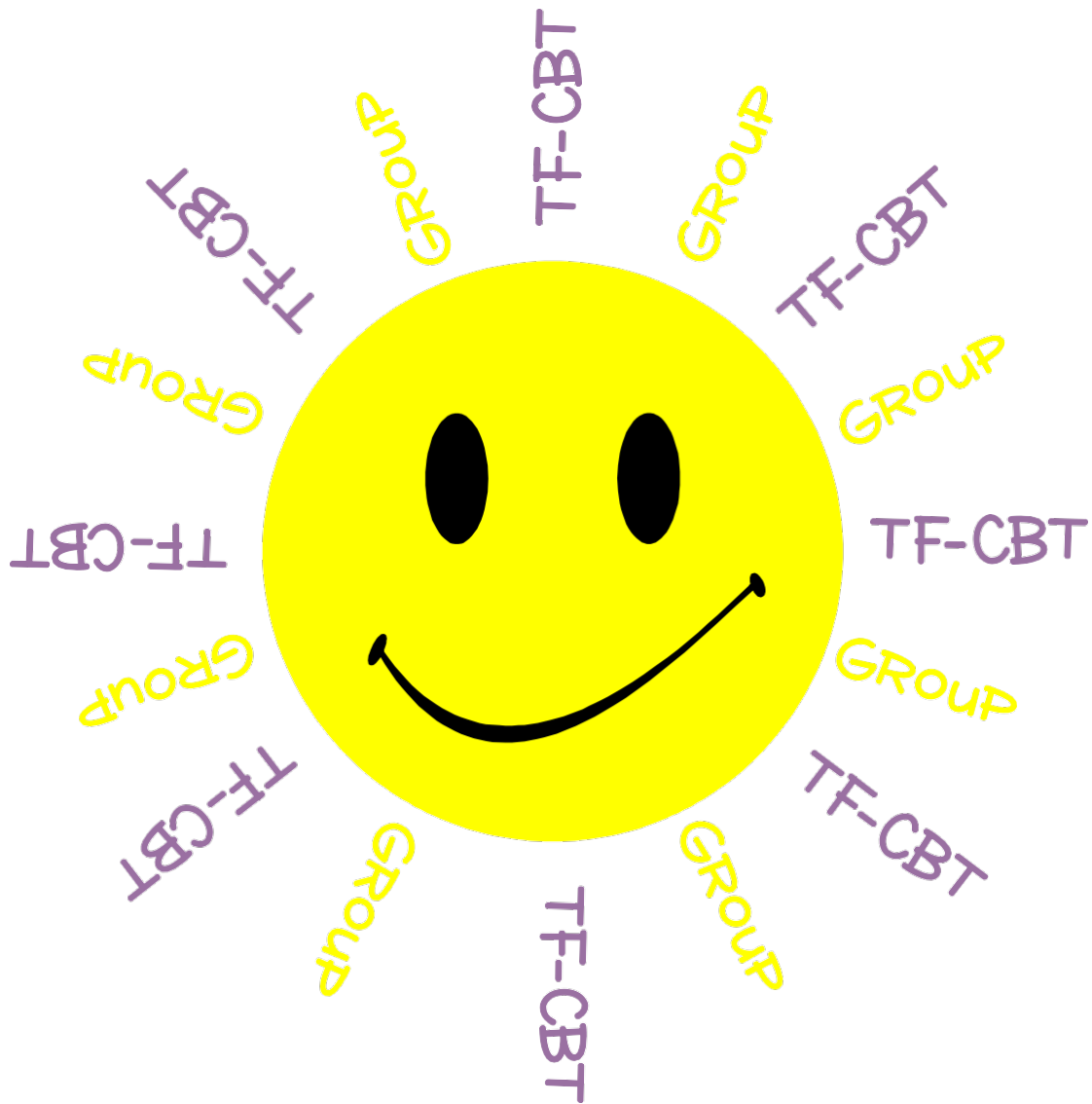


OUHSC Child Trauma Services Program



TF-CBT Group Curriculum

Acknowledgment

This treatment session manual for implementation of Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) in a group format was originally developed under a grant from the Oklahoma Department of Mental Health and Substance Abuse Services awarded to Drs. Susan Schmidt and Elizabeth Risch from the University of Oklahoma Health Sciences Center. This manual was developed with support by the TF-CBT treatment developers Esther Deblinger, PhD, Anthony Mannarino, PhD, and Judith Cohen, MD. The federal government's Substance Abuse and Mental Health Services Administration has recognized TF-CBT as a Model Program due to the extensive outcome data from randomized controlled trials that support its effectiveness in improving a variety of problems in youth who have experienced trauma.

The current TF-CBT Group Curriculum Manual was developed and refined through many years of application of the treatment. Amanda Mitten, Natalie Gallo, Hannah Frye, Melissa Bernstein, and Saba Shahid contributed significantly to previous revisions of the manual. We wish to also thank Lindsey Peters, Kate Theimer, and Ashley Galsky for their assistance. This manual and work is dedicated to the families who have cared for children with a trauma history with whom we have worked.

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TF-CBT Group Session 1: *Introduction to Group*

Rationale

A primary goal for this session is to begin building therapeutic rapport with children and caregivers and establishing a supportive group environment. Because trauma-impacted children may experience heightened difficulty coping with unknown situations, it is important to provide group participants with information about the purpose and structure of the group. This session also provides the first opportunity to establish group as a safe and helpful place to talk about traumatic experiences and reactions. Group leaders begin demonstrating their knowledge about and comfort with the topic of childhood trauma.

Caregiver Objectives

1. Caregivers will demonstrate an understanding of the group purpose, format, and rules.
2. Caregivers will enhance their understanding of the personal impact of parenting a child impacted by trauma.
3. Caregivers will learn the possible impacts and manifestations of trauma in children.

Child Objectives

1. Child will demonstrate an understanding of the group purpose, format, and rules.
2. Children will learn the possible impacts of trauma and stress on children.
3. Children will learn diaphragmatic breathing to assist in relaxation and coping.
4. Children will learn about safe and appropriate people to communicate with about their traumatic experiences.
5. Children will begin gradual exposure by identifying their trauma type and innocuous personal information to group leaders.

Materials

Children's Group: Littles	
Children's folders	Belly Breaths handout
<i>Group Rules</i> poster	Person outline on butcher paper
<i>Group Reward Chart</i> supplies	Toy ball (medium-sized and soft)
Tape/stick tack	Materials folders and decorating items
Markers/Crayons/Pencils	PTSD Symptom Images handout
<i>A Terrible Thing Happened</i> book	
Children's Group: Middles	
Children's folders	Belly Breaths handout
<i>Group Rules</i> poster	Person outline on butcher paper
<i>Group Reward Chart</i> supplies	Toy ball (medium-sized and soft)
Tape/stick tack	Materials folders and decorating items
Markers/Crayons/Pencils	PTSD Symptom Images handout
<i>Healing Days</i> book	
Children's Group: Bigs	
Children's folders	Belly Breaths handout
<i>Group Rules</i> poster	Toy ball (medium-sized and soft)
<i>Group Reward Chart</i> supplies	Materials folders and decorating items
Tape/stick tack	PTSD Symptom Images handout
Markers/Crayons/Pencils	<i>Healing Days</i> book, if needed
Caregivers' Group	
Materials folders	Child TF-CBT workbook pages – Belly Breaths, Feel Better Plan
Pens/Pencils	Homework 1
Name tags	

Session 1 Children's Group – Littles (5-7)

1.	Introduction/Orientation	Time	10 minutes	Lead Therapist
<p>Begin in a small group with children, caregivers, and their contact therapist to introduce the group.</p> <ul style="list-style-type: none"> • Explain group rationale <ul style="list-style-type: none"> ○ TF-CBT group is to help children who have gone through scary, upsetting and traumatic experiences. ○ Children and families will learn ways to cope with tough feelings, thoughts and memories of their upsetting experiences. ○ Parents and other caregivers will learn ways to help their children and families heal from their difficult experiences. • Explain group logistics, including group agendas <ul style="list-style-type: none"> ○ This is the first of 7 group sessions. There will be 5 child groups. ○ First 5 weeks will have the following schedule: <ul style="list-style-type: none"> • 5:30-6:20 – Children's group and Caregivers' Group • 6:20-6:30 – Transition to family groups • 6:30-6:50 – Combined family groups • 6:50-7:00 – Behavior chart reviews and check-out ○ Weeks 6-12+: <ul style="list-style-type: none"> • Kids will be scheduled according to family preference to begin individualized work • Caregiver group for weeks 6 and 7 will be held for 1 hour at typical group time • Divide into the separate child-caregiver groups 				
2.	Introduce group rules	Time	5 minutes	Lead Therapist
<ul style="list-style-type: none"> • Review the group rules poster. • Explain the definition of "caregiver" • Review confidentiality and duty to report harmful behaviors • Explain and assign group special helpers • Explain the "road map" chart <ul style="list-style-type: none"> ○ Children will be rewarded for following the rules during group. ○ Each child will have a car that will move along the road ○ Every 15 minutes, group leaders will move ahead one space the car of each child who has been following group rules. ○ Children whose cars make it to the end of the road by the end of the group session will be able to pick a prize from the treasure trunk at the end of the family group session. ○ Explain the behavior plan for children who do not follow group rules: <ul style="list-style-type: none"> • The first time a child does not follow group rules, they will get a rule reminder. • The second time a child does not follow group rules, their car will not move forward at the next checkpoint and it will be sent to the pit stop until they begin following the rules. • The third time a child does not follow the rules, they will go with a therapist to a 5-minute time-out outside of the group room door. • The fourth time a child does not following the rules, their caregiver will be called to talk to the child and decide if the child can remain in group. • The fifth time a child does not follow the rules, they will be sent home from group. Before the next group session, they will meet with the caregiver and counselor to ensure that they know the rules the child must follow to remain in group. 				
3.	Activity: Ice Breaker	Time	10 minutes	Lead Therapist
<p>The Ball Game:</p> <ul style="list-style-type: none"> • Before the children sit, have them stand arm's length apart in a circle. The therapist leading this activity should have a soft medium-sized toy ball. Explain that the group is going to start with a game in which everyone is going to introduce themselves. • Identify the rules of the game: The person with the ball has to say their name and gently toss the ball to another group member. • Have a therapist start the game by holding the ball and saying his or her name. The therapist should then toss the ball to a child. • The child should say his or her own name and gently toss the ball to another person in the group. • The game finishes after everyone has had the chance to say their name at least two times. 				

4.	Introduction to trauma	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> Remind the children that everyone in this group has gone through a scary or upsetting experience called a trauma. Share that not every child has gone through the same types of upsetting experiences. Emphasize that children can go through different types of traumatic experiences. For example, some children may have experienced something like a fire or a tornado, being hurt in an accident or by another person, or seeing or knowing someone you care about get hurt or die. <p><u>Activity:</u> "A Terrible Thing Happened" Book</p> <ul style="list-style-type: none"> Introduce the book by explaining that you are going to read a story that was written for children who have gone through traumatic experiences like each of the children in this group. <ul style="list-style-type: none"> Allow time for questions and reflections by group members about experiencing similar reactions after their traumatic experiences. 					
5.	Identifying PTSD Symptoms	Time	15 minutes	Lead Therapist	
<ul style="list-style-type: none"> Tell kids that we are going to create an image to help teach their caregivers about how kids feel and react after trauma. Remind them that they just learned some ways in the book we read. Get out the butcher paper with the outline of a kid and the visual PTSD symptom cards. Let kids take turns drawing a card, therapists should read the description, then the child can stick the card on the figure. Normalize that kids can have different feelings and reactions. Educate that it is tough to be a kid, play and have fun after trauma, but we are going to learn ways to feel better. 					
6.	Decorating and Check Out	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> In the event of dysregulation, have each member of the group, therapists included, identify their favorite part of group this evening. If time allows, encourage the children to spend a few minutes decorating their group folder with some of their favorite things. Prepare for combined time. 					

Session 1 Children's Group – Middles (7-9)

1.	Introduction/Orientation	Time	10 minutes	Lead Therapist
<p>Begin in a small group with children, caregivers, and their contact therapist to introduce the group.</p> <ul style="list-style-type: none"> • Explain group rationale <ul style="list-style-type: none"> ○ TF-CBT group is to help children who have gone through scary, upsetting and traumatic experiences. ○ Children and families will learn ways to cope with tough feelings, thoughts and memories of their upsetting experiences. ○ Parents and other caregivers will learn ways to help their children and families heal from their difficult experiences. • Explain group logistics, including group agendas <ul style="list-style-type: none"> ○ This is the first of 7 group sessions. There will be 5 child groups. ○ First 5 weeks will have the following schedule: <ul style="list-style-type: none"> • 5:30-6:20 – Children's group and Caregivers' Group • 6:20-6:30 – Transition to family groups • 6:30-6:50 – Combined family groups • 6:50-7:00 – Behavior chart reviews and check-out ○ Weeks 6-12+: <ul style="list-style-type: none"> • Kids will be scheduled according to family preference to begin individualized work • Caregiver group for weeks 6 and 7 will be held for 1 hour at typical group time • Divide into the separate child-caregiver groups 				
2.	Introduce group rules	Time	5 minutes	Lead Therapist
<ul style="list-style-type: none"> • Review the group rules poster. • Explain the definition of "caregiver" • Review confidentiality and duty to report harmful behaviors • Explain and assign group special helpers • Explain the "road map" chart <ul style="list-style-type: none"> ○ Children will be rewarded for following the rules during group. ○ Each child will have a car that will move along the road ○ Every 15 minutes, group leaders will move ahead one space the car of each child who has been following group rules. ○ Children whose cars make it to the end of the road by the end of the group session will be able to pick a prize from the treasure trunk at the end of the family group session. ○ Explain the behavior plan for children who do not follow group rules: <ul style="list-style-type: none"> • The first time a child does not follow group rules, they will get a rule reminder. • The second time a child does not follow group rules, their car will not move forward at the next checkpoint and it will be sent to the pit stop until they begin following the rules. • The third time a child does not follow the rules, they will go with a therapist to a 5-minute time-out outside of the group room door. • The fourth time a child does not following the rules, their caregiver will be called to talk to the child and decide if the child can remain in group. • The fifth time a child does not follow the rules, they will be sent home from group. Before the next group session, they will meet with the caregiver and counselor to ensure that they know the rules the child must follow to remain in group. 				
3.	Activity: Ice Breaker	Time	10 minutes	Lead Therapist
<p>The Ball Game:</p> <ul style="list-style-type: none"> • Before the children sit, have them stand arm's length apart in a circle. The therapist leading this activity should have a soft medium-sized toy ball. Explain that the group is going to start with a game in which everyone is going to introduce themselves. • Identify the rules of the game: The person with the ball has to say their name and gently toss the ball to another group member. • Have a therapist start the game by holding the ball and saying his or her name. The therapist should then toss the ball to a child. • The child should say his or her own name and gently toss the ball to another person in the group. <ul style="list-style-type: none"> ○ The game finishes after everyone has had the chance to say their name at least two times. 				

4.	Introduction to trauma	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> Remind the children that everyone in this group has gone through a scary or upsetting experience called a trauma. Share that not every child has gone through the same types of upsetting experiences. Emphasize that children can go through different types of traumatic experiences. For example, some children may have experienced something like a fire or a tornado, being hurt in an accident or by another person, or seeing or knowing someone you care about get hurt or die. <p><u>Activity:</u> "Healing Days" Book</p> <ul style="list-style-type: none"> Introduce the book by explaining that you are going to read a story that was written for children who have gone through traumatic experiences like each of the children in this group. Read pages 1-12, ending prior to the introduction of "Fight, Flight, Freeze" on page 13. Allow time for questions and reflections by group members about experiencing similar reactions after their traumatic experiences. Normalize the reactions and share that this group program helps children learn ways to manage and reduce these reactions. <ul style="list-style-type: none"> Explain that you are going to teach families one of these ways when the families come back together in today's session. 					
5.	Identifying PTSD Symptoms	Time	15 minutes	Lead Therapist	
<ul style="list-style-type: none"> Tell kids that we are going to create an image to help teach their caregivers about how kids feel and react after trauma. Remind them that they just learned some ways in the book we read. Get out the butcher paper with the outline of a kid and the visual PTSD symptom cards. Let kids take turns drawing a card, therapists should read the description, then the child can stick the card on the figure. Normalize that kids can have different feelings and reactions. Educate that it is tough to be a kid, play and have fun after trauma, but we are going to learn ways to feel better. 					
6.	Decorating and Check Out	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> In the event of dysregulation, have each member of the group, therapists included, identify their favorite part of group this evening. If time allows, encourage the children to spend a few minutes decorating their group folder with some of their favorite things. Prepare for combined time 					

Session 1 Children's Group – Bigs (10-12)

1.	Introduction/Orientation	Time	10 minutes	Lead Therapist	
<p>Begin in a small group with children, caregivers, and their contact therapist to introduce the group.</p> <ul style="list-style-type: none"> • Explain group rationale <ul style="list-style-type: none"> ○ TF-CBT group is to help children who have gone through scary, upsetting and traumatic experiences. ○ Children and families will learn ways to cope with tough feelings, thoughts and memories of their upsetting experiences. ○ Parents and other caregivers will learn ways to help their children and families heal from their difficult experiences. • Explain group logistics, including group agendas <ul style="list-style-type: none"> ○ This is the first of 7 group sessions. There will be 5 child groups. ○ First 5 weeks will have the following schedule: <ul style="list-style-type: none"> • 5:30-6:20 – Children's group and Caregivers' Group • 6:20-6:30 – Transition to family groups • 6:30-6:50 – Combined family groups • 6:50-7:00 – Behavior chart reviews and check-out ○ Weeks 6-12+: <ul style="list-style-type: none"> • Kids will be scheduled according to family preference to begin individualized work • Caregiver group for weeks 6 and 7 will be held for 1 hour at typical group time • Divide into the separate child-caregiver groups 					
2.	Introduce group rules	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Review the group rules poster. Invite additional rules that members would like to add to the list. • Explain the definition of "caregiver" • Review confidentiality and duty to report harmful behaviors • Explain that following group rules will lead to earning a prize at session end. • Explain and assign group leaders <ul style="list-style-type: none"> ○ Explain the behavior plan for children who do not follow group rules: <ul style="list-style-type: none"> • The first and second time a child does not follow group rules, they will get a rule reminder. • The third time a child does not follow the rules, they will go with a therapist to a 5-minute time-out outside of the group room door. • The fourth time a child does not following the rules, their caregiver will be called to talk to the child and decide if the child can remain in group. • The fifth time a child does not follow the rules, they will be sent home from group. Before the next group session, they will meet with the caregiver and counselor to ensure that they know the rules the child must follow to remain in group. 					
3.	Activity: Ice Breaker	Time	10 minutes	Lead Therapist	
<p>The Favorites Game:</p> <ul style="list-style-type: none"> • Each youth and group leader will initially complete a list of favorites. • Group members are then assigned a particular favorites category and instructed to interview each group member and leader to collect their answers. • After this is completed, group members return to the group table and take turns introducing their favorites category, sharing each member's response. 					

4.	Introduction to trauma	Time	20 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Remind the children that everyone in this group has gone through a scary or upsetting experience called a trauma. • Share that not every child has gone through the same types of upsetting experiences. • Emphasize that children can go through different types of traumatic experiences. For example, some children may have experienced something like a fire or a tornado, being hurt in an accident or by another person, or seeing or knowing someone you care about get hurt or die. <p><u>Activity:</u> “Healing Days” Book *Optional depending on maturity of group*</p> <ul style="list-style-type: none"> • Introduce the book by explaining that you are going to read a story that was written for children who have gone through traumatic experiences like each of the children in this group. • Read pages 1-12, ending prior to the introduction of “Fight, Flight, Freeze” on page 13. • Allow time for questions and reflections by group members about experiencing similar reactions after their traumatic experiences. • Normalize the reactions and share that this group program helps children learn ways to manage and reduce these reactions, taking breaks as needed for distress or heavy emotions. • Explain that you are going to teach families ways of managing and reducing heavy emotions when the families come back together in today’s session. <p><u>Activity:</u> Body, Heart, Mind</p> <ul style="list-style-type: none"> • Place 3 posters on the wall, one with a body outline, one with a heart and one with a brain. • Place the cut-out PTSD reactions in a bag. • Share with the group that many youth who go through scary and upsetting traumas have common types of reactions in their bodies, changes in their feelings, and changes in their thoughts. • State that group members will take turns drawing different types of common reactions and place them on the body, heart or brain poster, depending on what type of reaction it is. Members will be asked to share from 0-10 how strong that reaction is for them. • Therapists will facilitate the conversation about different reaction types, normalizing the youth’s experiences and acknowledging how common different trauma reactions are across group members. 					
5.	Decorating and Check Out	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> • In the event of dysregulation, have each member of the group, therapists included, identify their favorite part of group this evening. • If time allows, encourage the children to spend a few minutes decorating their group folder with some of their favorite things. • Prepare for combined time. 					

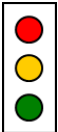
Session 1		Caregivers' Group		
1.	Introduction/Orientation	Time	10 minutes	Lead Therapist
<p>Begin in a small group with children, caregivers, and their contact therapist to introduce the group.</p> <ul style="list-style-type: none"> Explain group rationale <ul style="list-style-type: none"> TF-CBT group is to help children who have gone through scary, upsetting and traumatic experiences. Children and families will learn ways to cope with tough feelings, thoughts and memories of their upsetting experiences. Parents and other caregivers will learn ways to help their children and families heal from their difficult experiences. Explain group logistics, including group agendas <ul style="list-style-type: none"> This is the first of 7 group sessions. There will be 5 child groups. First 5 weeks will have the following schedule: <ul style="list-style-type: none"> 5:30-6:20 – Children's group and Caregivers' Group 6:20-6:30 – Transition to family groups 6:30-6:50 – Combined family groups 6:50-7:00 – Behavior chart reviews and check-out Weeks 6-12+: <ul style="list-style-type: none"> Kids will be scheduled according to family preference to begin individualized work Caregiver group for weeks 6 and 7 will be held for 1 hour at typical group time Divide into the separate child-caregiver groups 				
2.	Caregivers' Group Introduction	Time	10 minutes	Lead Therapist
<ul style="list-style-type: none"> Welcome the caregivers to the group and provide therapist introductions. Pass out name tags, folders, and ink pens/markers and provide caregivers with the opportunity to personalize their name tags and folders. Facilitate caregiver introductions, asking them to provide the following information: <ul style="list-style-type: none"> The name and age of their child and their relationship to their child The names and ages of other children in their home Identify one positive thing about their child Facilitate a relaxation exercise for the group. 				
3.	Group Orientation	Time	10 minutes	Lead Therapist
<ul style="list-style-type: none"> Group program structure review <ul style="list-style-type: none"> This is a group for children who are having difficulties related to traumatic experiences. This curriculum is designed to follow the evidence-based treatment, Trauma-Focused Cognitive-Behavioral Therapy, or TF-CBT. The main goals of TF-CBT are to: <ul style="list-style-type: none"> Teach children skills for safe and healthy emotional expression Teach skills for coping with difficult feelings and thoughts related to traumatic experiences Reduce distress related to trauma memories Help children develop healthy relationships Support families in overcoming the negative effects of trauma. Each week will be spent on a different topic and skills taught will build throughout the group program. Because of this, regular session attendance is important to support youth learning and skill acquisition. Caregivers will be given information regarding what children are learning in their group and the tools to help them implement the new skills outside of the therapy session. We will end each session with a combined time to allow children to share what they learned in the session and to participate with their caregivers in a family activity. Explain that children can sometimes be hesitant to share their work with their caregivers for a variety of reasons – sometimes fear about how they might be perceived for something they wrote or drew, or fear of disappointment. When this happens, we try to learn more about their concerns and encourage them to share some part of their work. Most sessions will include homework to support child learning and skill development. We ask that you help your child by working on the homework with them. This will ensure that they get the most out of 				

treatment by implementing the skills they are learning at home

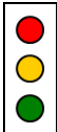
- Caregivers have a wonderful opportunity to make a significant difference in their child's life by helping ensure that their lives aren't defined by their traumatic experiences.
- Our team is here to help make your jobs easier by partnering with you over the coming weeks to teach your child skills for healthy living.

4.	Connecting Behaviors to Trauma	Time	20 minutes	Lead Therapist	
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- Introduce the focus of this session's children's group - understanding how trauma impacts children. Pass around copies of the book "Healing Days" for review.
- Explain that children will be asked to identify different trauma-related reactions that they have noticed themselves experiencing, just as caregivers were asked to do during their child's intake assessment.
- Provide brief big picture review of symptom clusters.




Fear related
Memories



Avoiding
Memories



Feeling Bad
about Self/
Withdrawal



Irritable/
to
On-Guard

- Facilitate discussion connecting behaviors caregivers see in their children to trauma symptoms. Discuss how children can be triggered by reminders and it is difficult to know what these are. Provide examples and ask group to generate examples. Inform responding to these behaviors is different than typical parenting. Each caregiver comes in with great skills in parenting, our goal will be to make them super-duper skilled.
- Share that we will track their child's progress in each of these areas at mid-treatment and at the end of treatment.

5.	Homework Introduction	Time	10 minutes	Lead Therapist	
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- Share that we are going to teach one of the easiest and most useful relaxation skills during our combined family session - belly breaths. Explain the rationale for teaching diaphragmatic breathing to children with trauma-related symptoms and the importance of home skills practice.
- Discuss homework rewards: Every child who brings in a completed homework sheet from the previous week will be entered into a drawing for a special prize to be awarded at the end of each group session.
- Give caregivers the home activity A worksheet and review the instructions. Ask caregivers to practice belly breaths with their child at least one time per day. Caregivers may model use of the skill at times when their stress is increased. They may also recommend practicing the skill together when they begin to see their child's stress level increasing.
- Caregivers can be supportive by praising their child for their hard work in group. Caregivers may share their pride in their child's effort and demonstrate enthusiasm about seeing their child's work.
- Review the final combined caregiver – child activity that will be completed during this session: My Feel Better Plan. This list can be reviewed when their child may be experiencing distress related to trauma reminders. Caregivers can help their child select one item to try to reduce their trauma-related distress. Additional list activities can be used by the child to support positive coping.

Session 1 Combined Group

1.	Session Review	Time	5 minutes	Lead Therapist	
	<ul style="list-style-type: none"> Children are asked to share with their caregivers what they did in today's session. Therapists may start the conversation by identifying that the children read a story about common reactions children have when they go through scary or upsetting experiences. Children are encouraged to share the PTSD symptoms they learned. 				
2.	Belly Breaths or Power Breaths	Time	5 minutes	Lead Therapist	
	<ul style="list-style-type: none"> Group leaders explain that families are going to learn a new skill for helping their bodies feel better when they have reactions or when they remember the scary and upsetting experiences that they went through. Group leaders use the belly breaths handout OR power breathing handout to teach this skill to group members. 				
3.	Homework Assignment	Time	5 minutes	Lead Therapist	
	<ul style="list-style-type: none"> Explain to the group that every week each child in group will be given an activity to do at home with their caregiver. We're calling it "homework" although it should be more fun than your school homework. We'll ask caregivers to sign the homework sheet. Then families will turn it in to the therapists at the next group. Each child who brings back their completed homework will have their name put into a drawing for a special prize. At the end of each group, we will draw a child's name out and give a prize to the winning child. Explain this week's homework assignment. – daily belly breaths or power breaths practice. 				
4.	Feel Better Plans	Time	10 minutes	Lead Therapist	
	<ul style="list-style-type: none"> Hand out the Feel Better Plan page to families and support them in completing it. One plan should be created for each child. Families can take this home to reference when needed during the next week. 				
5.	Check Out	Time	5 minutes	Lead Therapist	
	<ul style="list-style-type: none"> Review the behavior chart. Allow children who met their behavior goal to retrieve a prize. Remind the group that our next group will take place one week from today. Congratulate families for completing session one. Therapists will follow up with caregivers, as needed. 				

WHAT IS TRAUMA?



Someone broke the private part rule



Grown-ups in the family hit each other, or yell, or hurt



Grown-up hit or hurt kids



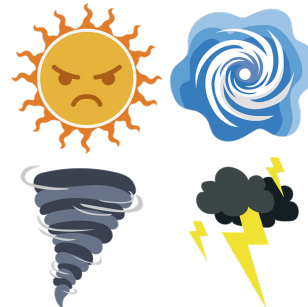
Moving to a new home



Someone you love leaving or dying



Kid didn't have food and hugs and clothes and things kids need



Scary things happening with the weather

IDENTIFYING PTSD SYMPTOMS



Trying not to think about or talk about what happened. Or to not have feelings about it.



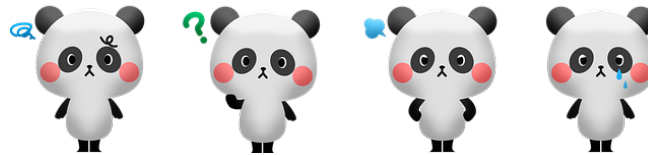
Thinking: I won't have a good life. No one loves me. The whole world is unsafe.



Feeling mad. Hurting others.



Strong feelings in your body when you are reminded of what happened. (Ex: sweating, heart beating, upset stomach.)



Upsetting thoughts or pictures about what happened that pop into your head.



Bad dreams reminding you of what happened.



Not being happy.



Staying away from people, places, things, or situations that remind you of what happened.



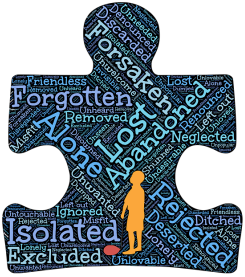
Feeling unsafe.



Being jumpy.



Feeling very upset when you are reminded of what happened.



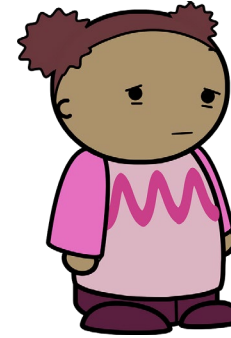
Thinking: I won't have a good life. No one loves me. The whole world is unsafe.



Feeling afraid, angry, guilty, sad a lot of the time.



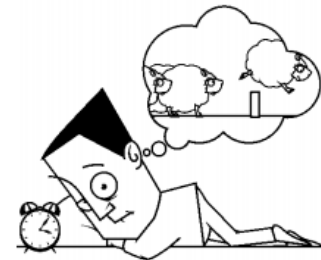
Blaming yourself for what happened.



Not wanting to do things you used to do.



Problems paying attention.



Trouble falling or staying asleep.

Memories of scary and upsetting times come into my mind when I don't want to think about them.

I have more upsetting or scary dreams than I used to.

Sometimes when I am reminded of scary times, it feels like I'm in them again.

I have really heavy and overwhelming feelings when I am reminded of scary and upsetting times.

My body has really strong reactions inside when I am reminded of scary and upsetting times.

I try hard to avoid memories, thoughts and feelings about scary times.

I get mad more
now than I
used to.

I get sad and
upset more now
than I used to.

I feel like I'm to
blame for what
happened.

I feel
embarrassed or
ashamed for
what happened.

It's like I don't
have as many
feelings any
more.

It's like I can't feel
good or light
feelings like I
used to.

I don't feel as close to others as I used to.

I don't want to spend as much time around others as I used to.

I don't like doing some things as much as I used to.

I get angrier or get into more fights with people than I used to.

I do more things that could hurt myself or others than I used to.

It's like I'm always on high alert, waiting for something bad to happen.

I'm more jumpy
and easily
startled than I
used to be.

I have more
trouble focusing
on things like
schoolwork.

I don't go to
sleep as quickly
as I used to.

I wake up more
in the middle of
the night.

I want to sleep
more than
I used to.

I have more
trouble waking up
in the morning
than I used to.

I have more headaches, stomach aches or feel sick more often than I used to.

I eat more or less than I used to.

It feels like no one else has ever gone through anything like this.

I get more nervous when I'm away from my family.

It feels like everyone knows what I went through.

I wonder if people will think badly of me if they find out what I went through.

I try hard to avoid people, places, or things that remind me of scary and upsetting times.

I have trouble remembering parts of the scary times I've experienced.

I have lots of heavy thoughts about the scary times I've experienced.

I often think bad things about myself.

I worry or think more negatively about my future.

I worry or think more negatively about others.

Belly Breaths



This is a quick activity to help anytime you want to feel better. Taking long, deep breaths tells our body that it's okay to relax. When we relax, we feel better all over!

Let's Practice:

- 1. Put one hand on your your chest and one hand on your belly.**
- 2. Imagine you are breathing in the scent of a beautiful flower. Breathe in slowly through your nose as you count to 3. Fill your lungs all the way down to your belly button. Try to keep your hand on your chest still as the air you're breathing in slowly pushes out the hand on your belly.**
- 3. Now imagine that you're blowing out the candles on your birthday cake. Slowly and gently blow those candles out. Exhale for a count of 3. Feel your hand on your belly go down as the air leaves your lungs.**
- 4. Repeat each step 2 more times to help your body relax.**

Practice belly breaths every day so that you can use them anywhere and anytime you want to feel better!

Power Breathing

Breathing is the most efficient and helpful way to calm our bodies down when we feel stress, fear, sadness, or anger. Breathing in specific ways actually tricks our brain into thinking we are at rest, and our body (our lungs and heart) follow the brain's lead. Power breathing for 15-30 seconds can calm our bodies down without anyone else even having to know.

1. Put a hand on your chest and one on your stomach.
2. Breathe in through your nose for 4 seconds. Focus on breathing as steadily as possible and fill your lungs and stomach as much as you can
3. Breathe slowly and consistently out of your mouth for 8 full seconds.
4. Repeat this step 3-4 times to calm your body down.

****To put our body back at rest, we have to breathe at a ratio of 1:2, which means that however long we breathe in, we need to breathe out for twice as long****



My Feel Better Plan

There are many helpful ways to cope with upsetting memories.

I can do these helpful things

- ★
- ★
- ★
- ★
- ★

I can talk to these helpful adults

- ★
- ★
- ★

Home Activity 1













BELLY BREATHS PRACTICE

Child's Name: _____

Caregiver's Signature: _____

Find a time each day with your caregiver to practice
Belly Breaths and track your practice below.

1. Put one hand on your chest and one hand on your belly.
2. Imagine you are breathing in the scent of a beautiful flower. Breathe in slowly through your nose as you count to 3. Fill your lungs all the way down to your belly button. Try to keep your hand on your chest still as the air you're breathing in slowly pushes out the hand on your belly.
3. Now imagine that you're blowing out the candles on your birthday cake. Slowly and gently blow those candles out. Exhale for a count of 3. Feel your hand on your belly go down as the air leaves your lungs.
4. Repeat each step 2 more times to help your body relax.

Day	Time	How did your body feel after practicing Belly Breaths? Circle one	
Friday			
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday	Remember to bring your homework to group!		

You can use belly breaths
anytime you want to feel better!

Home Activity 1:

Power Breathing Practice

Just like athletes or musicians can't perform in high pressure situations without first practicing alone, we can't be successful in reducing our stress without practicing these skills when we are calm. This week, practice Power Breathing at least once per day for 30 seconds to a minute *when you are calm*. Try them if you get upset, too!

Where will you practice? (pick a time of day or during a certain activity like before bed, during dinner, first thing in the morning):

Who will you practice with? (pick at least one caregiver and include anyone else in your family who could practice with you, too!):

Day	How did your body feel after practicing? Circle one			
Friday	Much Better	Better	The Same	Worse
Saturday	Much Better	Better	The Same	Worse
Sunday	Much Better	Better	The Same	Worse
Monday	Much Better	Better	The Same	Worse
Tuesday	Much Better	Better	The Same	Worse
Wednesday	Much Better	Better	The Same	Worse
Thursday	Bring this page back to group!			

Caregiver Signature: _____



TF-CBT Group Session 2: *Affect Regulation*

Rationale

This session will serve as an introduction to emotional regulation. Activities are designed to support youth in the development of healthy affect regulation skills to manage daily stressors and trauma reminders. These skills will also be utilized to support children's completion of gradual exposure related to their trauma reminders.

Caregiver Objectives

1. Caregivers will learn methods for supporting children's development of healthy affect regulation skills.
2. Caregivers will begin identifying the personal impacts of their child's traumatic experience(s) and the resulting effects on their parenting practices.
3. Caregivers will learn ways to respond to and support children impacted by trauma

Child Objectives

1. Children will learn a basic affective vocabulary.
2. Children will learn to rate the intensity of feelings.
3. Children will learn about common feelings of youth who have experienced trauma.
4. Children will learn a method for progressive muscle relaxation.
5. Children will continue gradual exposure by identifying personal feelings related to trauma exposure.

Materials

Children's Group:		Little's	
	Children's folders		Individual <i>Feelings Gauges and Faces</i>
	<i>Group Rules</i> poster		Markers/Crayons/Pencils
	<i>Group Reward Chart</i> supplies		<i>Feelings Questions</i> List
	Tape/stick tack		<i>Feeling Faces and Words</i> handout
Children's Group:		Middle's	
	Children's folders		Individual <i>Feelings Gauges and Faces</i>
	<i>Group Rules</i> poster		Markers/Crayons/Pencils
	<i>Group Reward Chart</i> supplies		<i>Feelings Questions</i> List
	Tape/stick tack		<i>Feeling Faces and Words</i> handout
Children's Group:		Big's	
	Children's folders		Individual <i>Feelings Gauges and Faces</i>
	<i>Group Rules</i> poster		Markers/Crayons/Pencils
	<i>Group Reward Chart</i> supplies		<i>Feelings Questions</i> List
	Tape/stick tack		<i>Feeling Faces and Words</i> handout
Caregivers' Group			
	Tape/sticky tack		Caregiver TF-CBT Workbook
	Pens/Pencils		Individual <i>Feelings Gauges and Faces</i>
	Name tags		<i>Feelings Questions</i> List
	Homework 2		<i>Child Trauma and Caregiving</i> handout
	<i>I Can Relax</i> handout		<i>PMR</i> script

Session 2 Children's Group - Littles (5-7)

1.	Group Check-In	Time	3-5 minutes	Lead Therapist
	<ul style="list-style-type: none"> • Remind children of the group logistics <ul style="list-style-type: none"> ○ This is the second of 5 group sessions ○ The children's and caregivers' groups will come together at 6:30 for a combined activity. ○ Review the group rules and reward chart introduced in session 1. • Introduce the role of the special helper of the day. <ul style="list-style-type: none"> ○ Each week a child will be selected to serve in this role. ○ This child will get to help with check-in and assist the therapists in leading group activities. ○ Let children know that we will take turns and each child will get an opportunity to serve as the special helper. ○ Designate one child as today's special helper. 			
2.	Session Review	Time	5 minutes	Lead Therapist
	<ul style="list-style-type: none"> • Revisit the group rationale. <ul style="list-style-type: none"> ○ TF-CBT group helps children, like each child in this group, who have gone through scary, upsetting and traumatic experiences. ○ Not every child has gone through the same types of upsetting experiences. ○ Children and families will learn ways to cope with tough feelings, thoughts and memories of their upsetting experiences. ○ Children will not be asked to tell other group members about what they went through. ○ In later sessions, children will get to talk with their individual therapist about what they experienced. • Review highlights of the "A Terrible Thing Happened" book read in session 1. <ul style="list-style-type: none"> ○ Children may have different reactions after going through scary or traumatic experiences. ○ It's okay to talk about these reactions with safe and trusted adults. ○ Counseling like this group can help children feel better. • Review the concept of Belly Breaths and invite the special helper to assist in leading the group through a round of Belly Breaths. 			
3.	Feelings Introduction	Time	10 minutes	Lead Therapist
	<ul style="list-style-type: none"> • Explain that today's session will start with talking about feelings. • Ask children to take turns sharing feelings words that they know. • Explain that we show feelings on the outside of our body and feel them on the inside. <ul style="list-style-type: none"> ○ You may ask members to collectively demonstrate different feelings and notice similarities in their features: <ul style="list-style-type: none"> ▪ Happy - mouths are smiling, bodies are upright, eyes are open wide ▪ Sad – mouths are pointed down, bodies are slumped, eyes are looking down ▪ Mad – mouths are pinched, bodies are tense, eyes are frowning, hands are clenched ▪ Scared – mouths are tight or in an "o" shape, bodies are tense/shaking, eyes are wide open, hands may be up by face or close to body ○ Ask members to share examples of ways their bodies feel inside when they are having different feelings. <ul style="list-style-type: none"> ▪ Examples: stomach jittery or upset, heart rate speeds up, headache, hands feel sweaty, legs feel jumpy, breathing gets faster 			

4.	Feelings Scaling	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Explain that people can have different sizes of a feeling. • Introduce the <i>Feelings Gauge</i> as a way that we can share how much of a feeling we are having. <ul style="list-style-type: none"> ○ Therapists may model the use of this by selecting one of their feelings from the faces and pointing to their corresponding feeling size on the <i>Feelings Gauge</i> poster and explaining why they chose that position on the <i>Feelings Gauge</i>. ○ Invite children to take turns doing the same, asking them to share why they selected their size. • Some children may not yet have the skill to provide a clear reason for their choice. If they are unable to, the therapist may assist in sharing a possible reason for this feelings size (e.g., “You’re happy at this size because you are having fun with us in group.”). 					
5.	Light and Heavy Feelings	Time	15 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Introduce the concept of light and heavy feelings. <ul style="list-style-type: none"> ○ Light – These are feelings that we like to have. Our bodies feel good when we have these feelings. We could carry lots of these feelings around with no problem. ○ Heavy – These are feelings that we don’t like to have. Our bodies may feel not so good and weighed down the more of these feelings we carry around. • Illustrate how when heavy feelings build up, they get harder and harder to carry. <ul style="list-style-type: none"> ○ The therapist uses a short story to illustrate the concept. In the story, the character faces incidents throughout the day that create different negative emotional responses like sad, mad, scared, and confused. • Communicate that members learned one way to lighten heavy feelings during their first group together: Belly Breaths. If time allows, ask the special helper to lead the group in a round of 3 Belly breaths. Share that members will learn new ways to lighten heavy feelings in each session. • Retell the story with inclusion of coping skills to help lighten the heavy feelings for the character. 					
6.	Trauma-Related Feelings	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Explain that children who have gone through traumas may carry around some very heavy feelings. • Trauma Feelings Activity <ul style="list-style-type: none"> ○ Place feelings faces around the room. ○ Utilize Feelings Questions List about a person/character and ask children to move to the feeling that fits the character. ○ Once children move to a feeling, ask each one to point on the gauge or tell you how much of that feeling the character may have. ○ Normalize group members’ feelings throughout the activity. ○ Point out that it is okay for children to have different feelings and to have more than one feeling at a time. • Children will then complete the workbook page, “My Feelings About the Trauma.” Therapists should support children in adding in their specific trauma type into the blank spaces on the worksheet. • Share that in this session’s combined group, children will share this completed workbook page with their caregivers. Their therapists will be there to support them in working with their caregiver. • Remind children that they can always use their belly breaths if they are having heavy feelings in session and want to feel better. 					
7.	Check Out	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Emphasize that we are learning in group different ways to help lighten heavy feelings. • Remind the group that in the last group session, we learned Belly Breaths as a way to lighten heavy feelings. • Invite the special helper to assist in leading the group through a round of Belly Breaths. • Review behavior chart progress. • Prepare for the transition to the combined group. 					

Session 2 Children's Group - Middles (7-9)

1. Group Check-In	Time	3-5 minutes	Lead Therapist
<ul style="list-style-type: none"> • Remind children of the group logistics <ul style="list-style-type: none"> ○ This is the second of 5 group sessions ○ The children's and caregivers' groups will come together at 6:30 for a combined activity. ○ Review the group rules and reward chart introduced in session 1. • Introduce the role of the special helper of the day. <ul style="list-style-type: none"> ○ Each week a child will be selected to serve in this role. ○ This child will get to help with check-in and assist the therapists in leading group activities. ○ Let children know that we will take turns and each child will get an opportunity to serve as the special helper. ○ Designate one child as today's special helper. 			
2. Session Review	Time	5 minutes	Lead Therapist
<ul style="list-style-type: none"> • Revisit the group rationale. <ul style="list-style-type: none"> ○ TF-CBT group helps children, like each child in this group, who have gone through scary, upsetting and traumatic experiences. ○ Not every child has gone through the same types of upsetting experiences. ○ Children and families will learn ways to cope with tough feelings, thoughts and memories of their upsetting experiences. ○ Children will not be asked to tell other group members about what they went through. ○ In later sessions, children will get to talk with their individual therapist about what they experienced. • Review highlights of the "Healing Days" book read in session 1. <ul style="list-style-type: none"> ○ Children may have different reactions after going through scary or traumatic experiences. ○ It's okay to talk about these reactions with safe and trusted adults. ○ Counseling like this group can help children feel better. • Review the concept of Belly Breaths and invite the special helper to assist in leading the group through a round of Belly Breaths. 			
3. Feelings Introduction	Time	10 minutes	Lead Therapist
<ul style="list-style-type: none"> • Explain that today's session will start with talking about feelings. • Ask children to take turns sharing feelings words that they know. • Explain that we show feelings on the outside of our body and feel them on the inside. <ul style="list-style-type: none"> ○ You may ask members to collectively demonstrate different feelings and notice similarities in their features: <ul style="list-style-type: none"> ▪ Happy - mouths are smiling, bodies are upright, eyes are open wide ▪ Sad – mouths are pointed down, bodies are slumped, eyes are looking down ▪ Mad – mouths are pinched, bodies are tense, eyes are frowning, hands are clenched ▪ Scared – mouths are tight or in an "o" shape, bodies are tense/shaking, eyes are wide open, hands may be up by face or close to body ○ Ask members to share examples of ways their bodies feel inside when they are having different feelings. <ul style="list-style-type: none"> ▪ Examples: stomach jittery or upset, heart rate speeds up, headache, hands feel sweaty, legs feel jumpy, breathing gets faster 			

4.	Feelings Scaling	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Explain that people can have different sizes of a feeling. • Introduce the <i>Feelings Gauge</i> as a way that we can share how much of a feeling we are having. <ul style="list-style-type: none"> ○ Therapists may model the use of this by selecting one of their feelings from the faces and pointing to their corresponding feeling size on the <i>Feelings Gauge</i> poster and explaining why they chose that position on the <i>Feelings Gauge</i>. ○ Invite children to take turns doing the same, asking them to share why they selected their size. • Some children may not yet have the skill to provide a clear reason for their choice. If they are unable to, the therapist may assist in sharing a possible reason for this feelings size (e.g., “You’re happy at this size because you are having fun with us in group.”). 					
5.	Light and Heavy Feelings	Time	15 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Introduce the concept of light and heavy feelings. <ul style="list-style-type: none"> ○ Light – These are feelings that we like to have. Our bodies feel good when we have these feelings. We could carry lots of these feelings around with no problem. ○ Heavy – These are feelings that we don’t like to have. Our bodies may feel not so good and weighed down the more of these feelings we carry around. • Illustrate how when heavy feelings build up, they get harder and harder to carry. <ul style="list-style-type: none"> ○ The therapist uses a short story to illustrate the concept. In the story, the character faces incidents throughout the day that create different negative emotional responses like sad, mad, scared, and confused. • Communicate that members learned one way to lighten heavy feelings during their first group together: Belly Breaths. If time allows, ask the special helper to lead the group in a round of 3 Belly breaths. Share that members will learn new ways to lighten heavy feelings in each session. Retell the story with inclusion of coping skills to help lighten the heavy feelings for the character. 					
6.	Trauma-Related Feelings	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Explain that children who have gone through traumas may carry around some very heavy feelings. • Trauma Feelings Activity <ul style="list-style-type: none"> ○ Place feelings faces around the room. ○ Utilize Feelings Questions List about a person/character and ask children to move to the feeling that fits the character. ○ Once children move to a feeling, ask each one to point on the gauge or tell you how much of that feeling the character may have. ○ Normalize group members’ feelings throughout the activity. ○ Point out that it is okay for children to have different feelings and to have more than one feeling at a time. • Children will then complete the workbook page, “My Feelings About the Trauma.” Therapists should support children in adding in their specific trauma type into the blank spaces on the worksheet. • Share that in this session’s combined group, children will share this completed workbook page with their caregivers. Their therapists will be there to support them in working with their caregiver. • Remind children that they can always use their belly breaths if they are having heavy feelings in session and want to feel better. 					
7.	Check Out	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Emphasize that we are learning in group different ways to help lighten heavy feelings. • Remind the group that in the last group session, we learned Belly Breaths as a way to lighten heavy feelings. • Invite the special helper to assist in leading the group through a round of Belly Breaths. • Review behavior chart progress. • Prepare for the transition to the combined group. 					

Session 2 Children's Group – Bigs (10-12)

1.	Group Check-In	Time	3-5 minutes	Lead Therapist	
	<ul style="list-style-type: none"> • Remind children of the group logistics <ul style="list-style-type: none"> ○ This is the second of 5 group sessions ○ The children's and caregivers' groups will come together at 6:30 for a combined activity. ○ Review the group rules and reward chart introduced in session 1. • Introduce the role of the special helper of the day. <ul style="list-style-type: none"> ○ Each week a child will be selected to serve in this role. ○ This child will get to help with check-in and assist the therapists in leading group activities. ○ Let children know that we will take turns and each child will get an opportunity to serve as the special helper. ○ Designate one child as today's special helper. 				
2.	Session Review	Time	5 minutes	Lead Therapist	
	<ul style="list-style-type: none"> • Revisit the group rationale. <ul style="list-style-type: none"> ○ TF-CBT group helps children, like each child in this group, who have gone through scary, upsetting and traumatic experiences. ○ Not every child has gone through the same types of upsetting experiences. ○ Children and families will learn ways to cope with tough feelings, thoughts and memories of their upsetting experiences. ○ Children will not be asked to tell other group members about what they went through. ○ In later sessions, children will get to talk with their individual therapist about what they experienced. • Review highlights of the "Healing Days" book read in session 1, if appropriate <ul style="list-style-type: none"> ○ Children may have different reactions after going through scary or traumatic experiences. ○ It's okay to talk about these reactions with safe and trusted adults. ○ Counseling like this group can help children feel better. • Review the concept of Power Breaths and invite the special helper to assist in leading the group through a round of Power Breaths. 				
3.	Feelings Introduction	Time	10 minutes	Lead Therapist	
	<ul style="list-style-type: none"> • Explain that today's session will start with talking about feelings. • Ask members to take turns sharing feelings words that they know. • Explain that we show feelings on the outside of our body and feel them on the inside. <ul style="list-style-type: none"> ○ Ask members to take turns describing how they show different feelings. What would a person see in the youth to know that they were having that feeling? It may help to break down different body parts to assist in idea generation. <ul style="list-style-type: none"> ▪ Eyes, mouth, body stance/posture, volume of voice ○ Ask members to take turns describing how their bodies feel different feelings. What feelings in their body would tell them that they are having a specific feeling? It may help to break down different body parts to assist in idea generation. <ul style="list-style-type: none"> ▪ Stomach, heart rate, head, hands, legs breathing ▪ Examples: stomach jittery or upset, heart rate speeds up, headache, hands feel sweaty, legs feel jumpy, breathing gets faster 				

4.	Feelings Scaling	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Explain that people can have different sizes of a feeling. • Introduce the <i>Feelings Gauge</i> as a way that we can share how much of a feeling we are having. <ul style="list-style-type: none"> ○ Therapists may model the use of this by selecting one of their feelings from the faces and placing it on the <i>Feelings Gauge</i> poster at the point corresponding to their feeling size and explaining why they chose that position on the <i>Feelings Gauge</i>. ○ Invite children to take turns doing the same, asking them to share why they selected their size. • Some children may not yet have the skill to provide a clear reason for their choice. If they are unable to, the therapist may assist in sharing a possible reason for this feelings size (e.g., “You’re happy at a 7 because you are having fun with us in group.”). 					
5.	Light and Heavy Feelings	Time	15 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Introduce the concept of light and heavy feelings. <ul style="list-style-type: none"> ○ Light – These are feelings that we like to have. Our bodies feel good when we have these feelings. We could carry lots of these feelings around with no problem. ○ Heavy – These are feelings that we don’t like to have. Our bodies may feel not so good and weighed down the more of these feelings we carry around. • Illustrate how when heavy feelings build up, they get harder and harder to carry. <ul style="list-style-type: none"> ○ The therapist uses a short story to illustrate the concept. In the story, the character faces incidents throughout the day that create different negative emotional responses like sad, mad, scared, and confused. • Communicate that members learned one way to lighten heavy feelings during their first group together: Belly Breaths. If time allows, ask the special helper to lead the group in a round of 3 Power Breaths. Share that members will learn new ways to lighten heavy feelings in each session. • Retell the story with inclusion of coping skills to help lighten the heavy feelings for the character. 					
6.	Trauma-Related Feelings	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Explain that children who have gone through traumas may carry around some very heavy feelings. • Trauma Feelings Activity <ul style="list-style-type: none"> ○ Place feelings faces around the room. ○ Utilize Feelings Questions List about a person/character and ask children to move to the feeling that fits the character. ○ Once children move to a feeling, ask each one to point on the gauge or tell you how much of that feeling the character may have. ○ Normalize group members’ feelings throughout the activity. ○ Point out that it is okay for children to have different feelings and to have more than one feeling at a time. • Children will then complete the workbook page, “My Feelings About the Trauma.” Therapists should support children in adding in their specific trauma type into the blank spaces on the worksheet. • Share that in this session’s combined group, children will share this completed workbook page with their caregivers. Their therapists will be there to support them in working with their caregiver. • Remind children that they can always use their power breaths if they are having heavy feelings in session and want to feel better. 					
7.	Check Out	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Emphasize that we are learning in group different ways to help lighten heavy feelings. • Remind the group that in the last group session, we learned Power Breaths as a way to lighten heavy feelings. • Invite the special helper to assist in leading the group through a round of Belly Breaths. • Review behavior chart progress. • Prepare for the transition to the combined group. 					

Session 2 Caregivers' Group					
1.	Group Check-In	Time	3-5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Welcome the caregivers to session 2. • Pass out name tags, folders, and ink pens/markers as needed. • Remind caregivers of the group logistics. <ul style="list-style-type: none"> ○ The children's and caregivers' groups will come together at 6:30 for a combined activity. • Facilitate relaxation activity with the group. 					
2.	Homework Review	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Coping skills practice emphasis: <ul style="list-style-type: none"> ○ Ask caregivers to cross their arms in front of them. ○ Ask them to notice which arm is on top of the other. ○ Ask caregivers to uncross their arms and re-cross, making sure that their other arm is on top this time. Lightly note any challenges they are having in crossing their arms the opposite way. ○ Ask caregivers to share what it feels like to cross their arms in this way. Acknowledge that it can feel awkward, unnatural, different, or uncomfortable. ○ Note that our bodies have a natural way of moving or doing things, like a habit. ○ Ask members if it might get easier to cross their arms this way with practice. ○ Share that just like with the way we cross our arms, we each have our own ways of coping with stress. Some of these coping skills may be healthy and others may not be as healthy. These are our go-to coping skills. ○ Explain that children and adults who have gone through traumatic experiences may have had to develop different ways of coping with their extreme stress. We respect that these ways helped them survive their traumatic experiences. ○ Share that these ways may become less effective over time or may even become harmful to themselves or others. Or some individuals may have never learned healthy ways of coping. ○ Explain that children in this group are being taught a number of healthy coping skills in session. But, just like when the caregivers were asked to cross their arms in the opposite way, the children may find it awkward and different when trying to use these new skills. When stress hits, they are likely to revert to their typical way of coping, even if it isn't helpful in the long run. ○ Emphasize that the key to helping children learn these new healthy coping skills is by adult role modeling, coaching and skills practice. ○ Explain that these activities provide caregivers with a great opportunity to support their child's healthy coping skills development. ○ Share that other caregivers have also found it helpful to share these skills that the children are learning with teachers or other adults who provide regular care or supervision. • Review Homework 1: Belly Breaths Practice. <ul style="list-style-type: none"> ○ Ask about and praise any successes. ○ Ask about challenges in completing the homework and problem-solve with caregivers to support successful mastery of diaphragmatic breathing in their children. • Review the Feel Better Plan. <ul style="list-style-type: none"> ○ Ask about and praise successes in referring to the plan with their child during any stressful points in the past week. ○ Share that this is a sheet that can be placed in a central location like a refrigerator door, so that it can be referred to easily when needed to support healthy coping. 					
3.	Feelings Introduction	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Explain that an important goal of TF-CBT is to teach children skills for reducing trauma-related distress. To do this, we focus on helping children learn a core set of feelings skills: 					

- Learning a range of feelings words
- Learning to recognize and label their feelings.
- Learning to identify how much of a feeling they are experiencing.
- Learning to communicate their feelings in safe and healthy ways.
- Learning to use relaxation and coping skills to reduce strong negative feelings.
- Provide a brief summary of the activities being conducted in this session's children's group.
 - Children will be taught a core set of feelings words.
 - Provide caregivers with a copy of the feelings faces sheet.
 - The *Feelings Gauge* will be introduced as a way to measure the strength of a feeling.
 - Demonstrate how the *Feelings Gauge* is used with a child.
 - Children will learn that it is common for people to have more than one feeling at a time.
 - Children will also be taught the difference between "*Light*" and "*Heavy*" feelings.
 - Briefly explain the light and heavy feelings activity.
 - Show caregivers a copy of the children's handout regarding trauma-related feelings that is being completed in the children's group.

4.	Caregiver Reactions	Time	20 minutes	Lead Therapist	
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- Distribute the *Child Trauma and Caregiving* handout and ask group members to complete the form.
- Facilitate a discussion about the impact of child trauma on caregiving. Use information learned in the above activity to explore their thoughts and feelings around parenting their children.

5.	Reflective Listening	Time	20 minutes	Lead Therapist	
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- Introduce concept of reflective listening within the context of assisting their children with affect regulation.
- Discuss validating children's emotions.
- Share video from Inside Out film that demonstrates the importance of recognizing emotions and helping children feel heard and validated. <https://www.youtube.com/watch?v=QT6FdhKriB8>
- Inform that during combined time, their child will share feelings they had during their trauma and when remembering it now, caregivers' job is to reflect (restate) the feeling the child shares. Roleplay example with group, if child says, "When I saw family fighting I felt scared." What could caregiver respond?

Session 2		Combined Group		
1.	Session Review	Time	5 minutes	Lead Therapist
<ul style="list-style-type: none"> • Children are asked to share with their caregivers what they did in today's session. • Children are encouraged to share their completed workbook page with their caregivers. 				
2.	Sharing Trauma-Related Feelings	Time	10 minutes	Lead Therapist
<ul style="list-style-type: none"> • Explain that it is important for children to be able to talk with their caregivers about their feelings, especially their heavy feelings. Caregivers can understand how they feel and help find ways to turn their heavy feelings into light ones. • Children will share their completed workbook page with their caregivers. There will be a therapist with the family, too, to help. The therapists should support their contact families in this activity by gently coaching caregivers to use reflective listening and labeled praise of their child's bravery. • Remind families that they can use their belly breaths or power breaths and Feel Better Plan if they are having heavy feelings in session and want to feel better. 				
3.	Progressive Muscle Relaxation	Time	5 minutes	Lead Therapist
<ul style="list-style-type: none"> • Group leaders explain that families are going to learn a new skill for helping their bodies feel better when they have heavy feelings. • Group leaders use the Muscles Relaxers handouts to teach this skill to group members. 				
4.	Home Activity Introduction	Time	5 minutes	Lead Therapist
<ul style="list-style-type: none"> • Hand out Home Activity 2 to families and briefly explain the assignment. • Remind families to complete the form and return it next session to be entered into the prize drawing. 				
5.	Check Out	Time	3 minutes	Lead Therapist
<ul style="list-style-type: none"> • Complete the homework prize drawing and award the prize to the winning child. • Review behavior chart progress and praise children who earned today's reward. Hand out the prize as families leave the session. • Therapists will follow up with caregivers, as needed. 				

Feeling Words and Faces



Mad



Sad



Happy



Scared



Surprised



Worried



Confused



Safe



Excited

Feeling Words and Faces



mad



sad



happy



scared



surprised



worried



peaceful



calm



ashamed



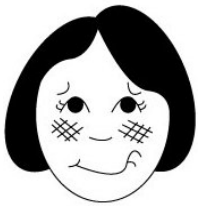
confused



guilty



hopeful



embarrassed



safe



proud



excited

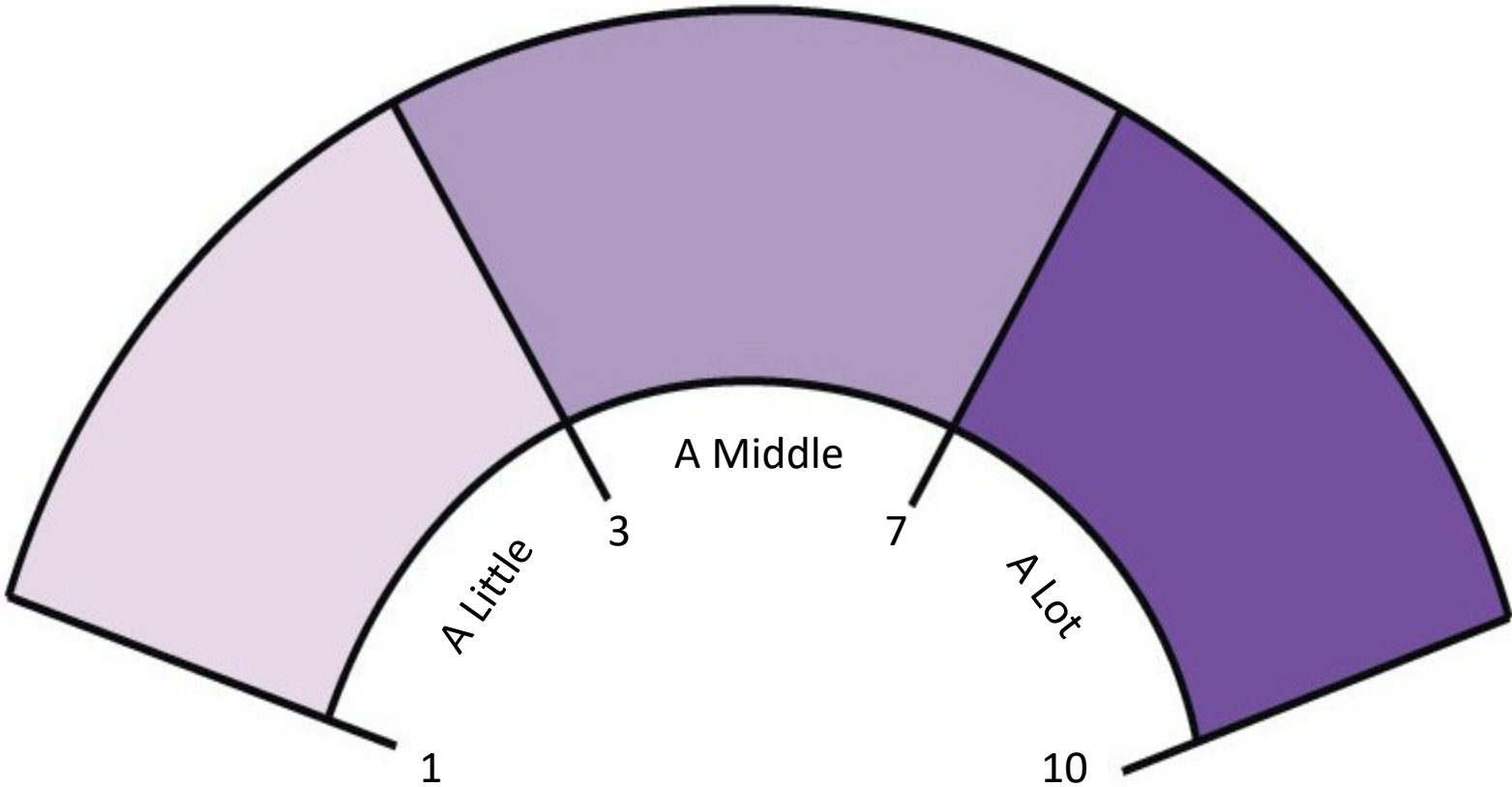


curious



confident

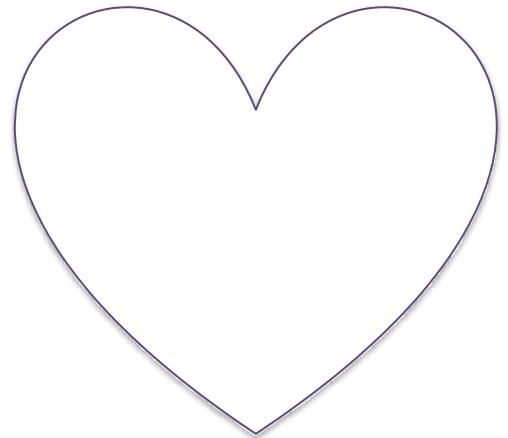
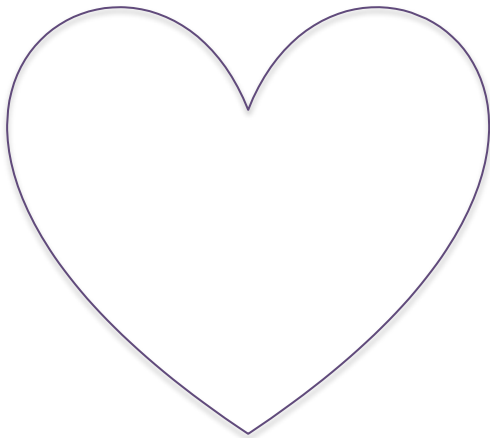
How strong is your feeling?



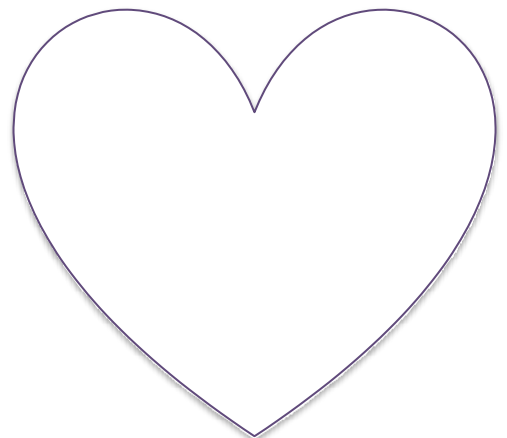
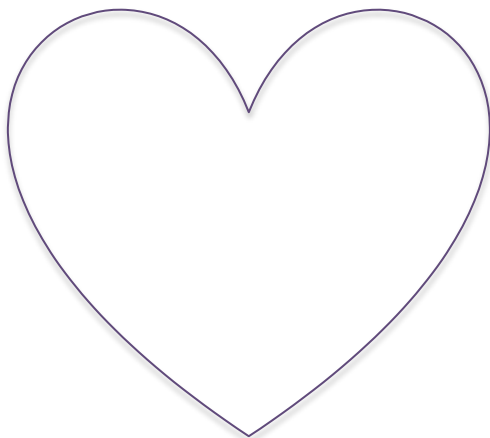
Feelings Gauge

Light and Heavy Feelings

Light feelings I like to feel:



The last *Heavy* feelings I felt were:



A Story for Heavy and Light Feelings

Use this story when demonstrating heavy versus light feelings. On your first pass through the story you will use the PowerPoint visuals to place rocks on the character's back. The idea is that you demonstrate how heavy feelings can weigh our bodies down and make our days more challenging. The second time you walk through the story, replace the heavy feelings rocks with light items into the backpack. It might even be a good idea to model a coping skill that took the feeling from heavy to light. After each pass through the story, ask the children to identify whether they could carry these heavy and light items all day, demonstrating how difficult it is to carry heavy feelings.

Heavy Story

I woke up in the morning after hearing my grown-up telling me to get up. I realized that I was late. This made me feel _____. Today was going to be a big day because I had a jog-a-thon at school. I thought for sure my grown-up was going to make me my favorite breakfast in the whole world. When I got to the kitchen I saw I only had oatmeal for breakfast. This really made me feel _____. So, we rush to school, but even though we rushed I was still late. When I walked into the classroom all of the kids were looking at me. I had a big _____ feeling when I saw this. The next part of my day goes okay until I realize that I left one of my homework sheets at home. That made me so _____. My teacher told me I could bring it tomorrow, but she seemed really upset with me. I started to feel _____ because I don't like when people are upset with me. Next was lunch. Lunch is usually my favorite because we aren't in class. Today was not my favorite. During lunch I spilled my tomato soup ALL over my clothes. I couldn't believe it. This was the WORST day. I could barely get through lunch because I was feeling so _____. I tried to make myself feel better, but I just couldn't figure out how. I started to feel _____ with myself. The jog-a-thon was coming up so I knew I would start feeling better soon. I get to the jog-a-thon before I realize that my best friend isn't there. This made me feel _____ because I was really excited to do this with my best friend. The jog-a-thon started anyway and I started running. I was going SO fast. The bad part is that I fell down. I was really, really _____. People were really nice about it, but it ruined how excited I was. I couldn't get myself feeling better and when the day ended I just felt so _____ about everything that happened today.

Light Story

I woke up in the morning after hearing my grown-up telling me to get up. I realized that I was late. Instead of letting this spoil my mood I tried [insert coping skill]. This made me feel _____. Today was going to be a big day because I had a jog-a-thon at school. I thought for sure my grown-up was going to make me my favorite breakfast in the whole world. When I got to the kitchen I saw I only had oatmeal for breakfast. At first this made me feel [insert feeling from heavy story], but I decided to do [insert coping skill] to try to make myself feel better. Then I started feeling _____. So, we rush to school, but even though we rushed I was still late. When I walked into the classroom all of the kids were looking at me. I thought to myself, [insert adaptive thought] to keep my feelings lighter. After changing my thoughts, I had a big _____ feeling. The next part of my day goes okay until I realize that I left one of my homework sheets at home. I tried to stay calm by doing [insert coping skill]. This took my [heavy feeling] to a lighter feeling of _____. My teacher told me I could bring it tomorrow, and instead of getting upset that she was disappointed I was _____ that I was getting a second try. Next was lunch. Lunch is usually my favorite because we aren't in class. Today was not my favorite. During lunch I spilled my tomato soup ALL over my clothes. I couldn't believe it. I could say this was the WORST day, but instead I tried [insert coping skill] that I learned at therapy and I felt _____. I started to feel _____ with myself for thinking of doing a coping skill. The jog-a-thon was coming up so I was very _____. I get to the jog-a-thon before I realize that my best friend isn't there. I definitely wanted to do this with my best friend, but instead I thought about all the fun stories I would get to tell and I felt _____. The jog-a-thon started anyway and I started running. I was going SO fast. The bad part is that I fell down. I tried not to worry about it by doing a [insert coping skill]. People were really nice about it, after all. Even though things didn't go my way on this day I was still _____ because I'd worked hard and practiced a lot of coping skills.

Feelings Questions Activity (Littles, Middles, Bigs)

Therapist Instructions:

Select a combination of positive and trauma-related scenarios from the list below that best fit the children in your program. If these scenarios do not fit the age level or experiences of your group members, create alternate scenarios that better fit their needs.

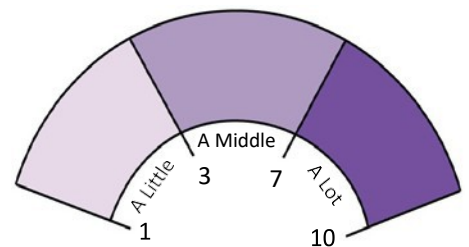
Place feelings faces/words on the wall around the group room. Read each scenario and instruct all children to walk to the feeling they believe the child in the scenario may be experiencing. Ask children to use the Feelings Gauge poster to share how much of the feeling the character may be experiencing.

Allison got a special game she asked for on her birthday. She feels...
Brandon wants to play outside, but it is raining. He feels...
Chelsea earned an "A" on her spelling test. She feels...
Devon's house was hurt by a tornado last month. Today, it is raining and windy. He feels...
Ellie felt lonely, so she told her caregiver. Now they are playing a game together. She feels...
Frankie hears adults arguing loudly. He feels...
Greta had a bad dream about an upsetting thing that happened to her. She feels...
Henry climbed to the top of a jungle gym and is ready to go down a big slide. He feels...
Isabel thinks it is her fault that the scary, upsetting thing happened. She feels...
Jackson hears sirens outside and remembers the upsetting thing that happened in his family. He feels...
Kendra gets to choose her favorite place to go for dinner. She feels...
Levi misses family members he can't see now. He feels...
Maria remembers when she was hurt by someone else. She feels...
Nathan couldn't get to sleep because he was remembering bad things that happened a long time ago. He decided to do belly breaths to relax his body. Now he feels...
Olivia scores a goal in her soccer game. She feels...
Philip is going to visit a family member he hasn't seen in a long time. He feels...
Raven earns a prize for working hard and following group rules. She feels...

My Feelings About the Trauma

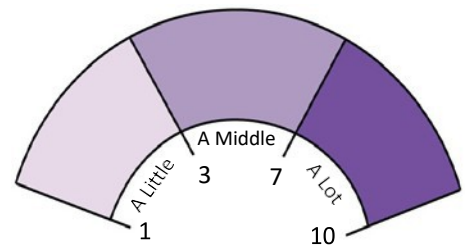
Children have many different feelings after going through upsetting and traumatic experiences. Name your trauma experiences and feelings you had.

Back when _____ was happening, I felt:



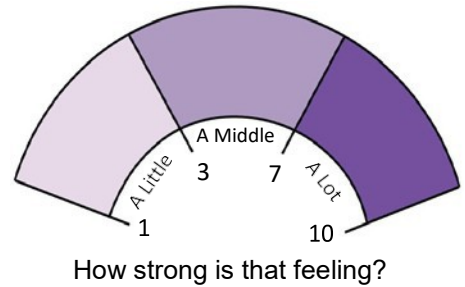
How strong was that feeling?

When _____ was happening, I also felt:

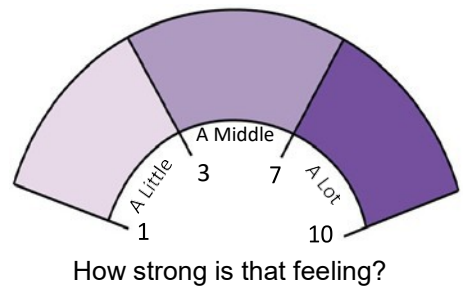


How strong was that feeling?

Now when I remember what happened, I feel:



When I remember what happened, I also feel:



When I have these heavy feelings, I can make them lighter by:

- 1.
- 2.
- 3.

Pick a relaxer to practice now with your caregiver.

Child Trauma and Caregiving

Below are common experiences of caregivers of children who have gone through traumatic experiences. Which of the experiences below currently fit you? Use the blank spaces to write in any experiences you're having that aren't listed.

Common Feelings		
	Upset about it happening to your child	Embarrassed that it happened
	Sadness	Shame about it happening
	Fear for your child	Insecurity since it happened
	Anger that it happened	Guilt about not knowing sooner
	Numb	
Common Thoughts		
	Think about what happened while working or at other challenging times	Concern that your child will never be the same
	Concerned about what others will think	Wonder if you're doing enough to help your child
	Think you are responsible for your child experiencing the trauma	Think your child's future is less hopeful now
Common Reactions		
	Trouble sleeping	More rules and restrictions for your child
	Physical symptoms – headaches, stomach aches, etc.	Fewer rules and less structure and consistency with your child
	More frequent reactions like crying, moodiness, angry outbursts	Increased conflict with your partner or other significant adult relationships
	Not talking about what has happened	Shutting off from others

I CAN RELAX!

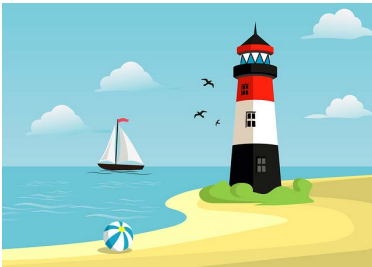
Squeeze lemons to make lemonade. Squeeze hand muscles tight!



S-t-r-e-t-c-h your mouth with a BIG yawn like a tiger.

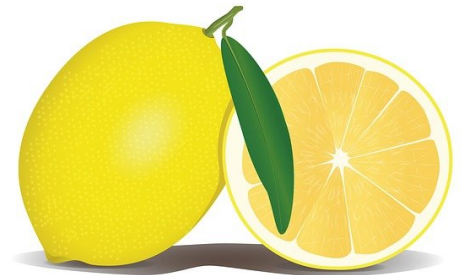
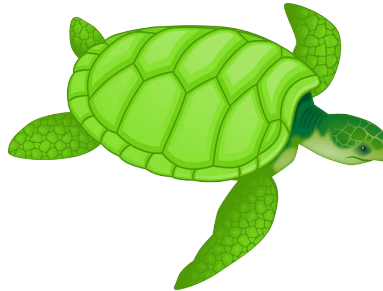


Squeeze your arm muscles like a strong person!



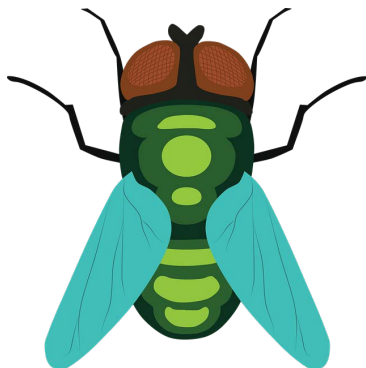
Squeeze sand between your toes. Pick up your feet – here comes a wave!

Tuck your head in your shell like a turtle. Try to touch your shoulders to your ears!



Pucker your mouth like you just ate a VERY sour lemon.

There's a fly tickling your nose. Wrinkle your nose to make him fly away!



An elephant is stepping on your stomach! Make your stomach muscles hard!



You are walking along a beach. The weather is just the way you like it. As you walk along, you see a carnival on the beach up ahead. There are many interesting things to see.

Feet

As you walk closer to the carnival, you notice there is a line to enter the carnival. There are rows of chairs on the beach for people to rest while waiting. You sit in a white chair. The sand feels warm on the bottom of your feet. You push your toes in the sand and squeeze sand between your toes. Try that now. Scrunch up your toes as you squeeze sand between them. And relax. Notice how good it feels to tense your toes and feet and then to relax. Try again to squeeze the warm sand between your toes. Hold it tight. Now relax.

Legs

As you sit waiting, you notice a big cool wave lapping onto the beach. Your chair is far back enough that you will not get wet if you pick up your feet. Lift up your legs to keep them dry. Stretch your legs out in front of you as tight as you can. Hold it, here comes the wave. The wave receded; you can now relax. You did a good job of keeping your legs dry. Oh no, here comes another wave. Lift your legs high. Keep your legs out straight and stiff. Hold it a little longer. And relax. You put your feet back on the ground. Your legs feel nice and relaxed. The line to the carnival is shorter and it is your turn to go in.

Abdomen

You join a carnival show under a big top tent. The main attraction is a baby elephant bigger than the tallest person. The ring master invites you to be part of the act. The crowd claps and claps for you as you walk to the center ring. The ring master has you lie down on a soft blanket on the ground. The ring master tells the audience you are the strongest person on the planet, and to prove the point, the baby elephant will step on your stomach without hurting you. The ring master whispers to you to make your stomach muscles hard and tight so it looks like the elephant is stepping on you. "One-two-three," the ring master shouts and the baby elephant lifts the right front foot and puts it on your stomach. Make your stomach hard and tight. Hold it strong. The crowd applauds and the elephant takes the foot off your stomach. You can now relax your stomach. People start shouting "Encore, encore" and the ring master again has the baby elephant put the right front foot on your stomach. Quick, make your stomach hard as a rock. Keep it tight. A little bit longer...and relax. It feels good to relax those tight muscles. The ring master shakes your hand and the baby elephant offers its trunk for you to shake, too.

Hands

You leave the big top tent and see a woman at a lemonade stand giving away free lemonade to those willing to squeeze their own lemons. You walk over and get a glass ready for fresh lemon juice. The person hands you two bright yellow lemons, one in each hand. Squeeze the lemons as hard as you can to fill the glass. Squeeze all of the juice out. And relax. Your fingers and hands feel good, relaxed. Too bad there is only half of a glass of juice. The person hands you two more lemons. Squeeze really hard to get all of the juice in the glass. Squeeze tight. Now relax. Your glass is full and your hands and fingers feel relaxed. The lemonade is delicious.

Arms

Nearby the lemonade stand is a stage with a sad looking man. You ask him why he is sad. He explains the strong man is late and the show cannot be advertised without someone showing off their strong muscles. The man asks if you could help and you say, "Yes." You stand on the stage as he calls people to come look at the strongest person on earth. Squeeze your arm muscles like a strongman! Make your arm muscles as big as you can. Hold it. Relax. Let your arms go loose to your side. People are clapping and buying tickets for the show. The man is smiling and tells you to, again, show your strong muscles. Squeeze your arm muscles again, as big as you can. More people are applauding, which makes you squeeze those muscles even harder. And relax, letting your arms drop to your sides. The man is so happy.

Shoulders

The strong man shows up just in time for his show to begin. He shakes your hand and thanks you for helping out. He picks up the man advertising the show and swings him around to enter the tent. You think quick to tuck your head like a turtle, tucking into its shell so you do not get hit! Try to touch your shoulders to your ears. Keep your head tucked in. Relax. That was a close call. Your shoulders feel so good after tucking your head. Someone whistles behind you and the strong man turns quickly around, still with the man in his arms. Quick, tuck your head down again! Hold your head down like a turtle. Hold it, hold it. The strong man turns back around, swinging the man one last time over your head. You can relax now. Notice how good your shoulders feel after tensing and relaxing.

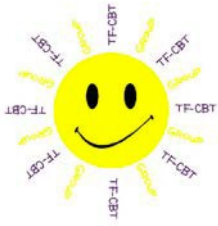
Mouth / Face

You walk away from the strong man show to look at all of the very interesting things at the carnival. Just ahead is a menagerie of animals. The biggest one of all is a big orange and black striped tiger. The tiger looks at you and makes the biggest yawn you have ever seen. Wow, that's a big yawn. Now all of the animals are yawning. Just when you think the yawning is done, you yawn really big. S-t-r-e-t-c-h your mouth with a BIG yawn like tiger. Hold it open as wide as you can. Relax and let your mouth come back together. That felt good. The tiger yawns again and you join. Open your mouth big like the yawning tiger. Feel your lips and cheeks stretch wide. Now relax. You are feeling so calm and relaxed.

All of that yawning has made you a little hungry for something tasty. The lemonade stand is offering free candied lemons to carnival helpers and performers and you are offered one because you've helped so much. You put the lemon in your mouth and, wow, it is sour. Pucker your mouth like you just ate a VERY sour lemon. The more you pucker, the better it tastes. Now relax. Phew, that was a sour, but a tasty candied lemon. It was so good you take a second one. Pucker up. Push your lips out and suck in your cheeks. Hold it for a few moments more. And relax. Your face is feeling more relaxed. You are feeling calmer.

All of the candied lemons have attracted big flies that buzz around you. A fly lands on your nose and it tickles. Too bad your hands are covered with lemon juice and sugar, or else you could just swat the fly away. Oh well, you wrinkle your nose to make the fly go away! Wrinkle your nose as much as you can. Tight. The fly buzzes off and you can relax now. Your nose and face feel better relaxed. Before you can find something to wipe your hands clean, the fly returns and lands on your nose, again. This time, wrinkle your nose and forehead as best you can. That should get the fly off your nose more quickly. Scrunch and wrinkle your nose and forehead. Do your best to get that fly off your nose. Hold it. Now relax. You did it! The fly takes off and you see a sink in which to wash your hands.

It's been an interesting day for you at the carnival. You've done so much and feel so calm and relaxed that you decide to return where you started. Notice how your body feels relaxed, from the tips of your toes up your legs, across your stomach and up your arms and shoulders, and all the way up to the tip of your nose and top of your head. You feel good. You feel calm. It was a good time at the carnival. Stay seated and if your eyes are closed, slowly open them. Notice how your body feels. Are there muscles that feel more relaxed than others? Remember which of the activities was most calming and relaxing to you. Maybe it was squeezing lemons to make lemonade, or maybe it was tucking your head down like a turtle. Using PMR will help you be calm when you have strong feelings, like mad, sad, scared, and even excited. Being calm will help you make helpful choices and stay out of trouble.



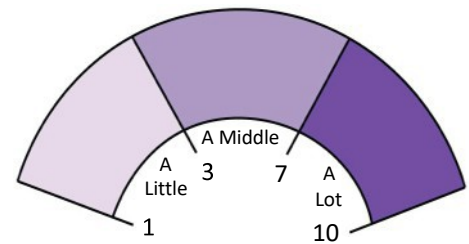
Child Name: _____

Caregiver Signature: _____

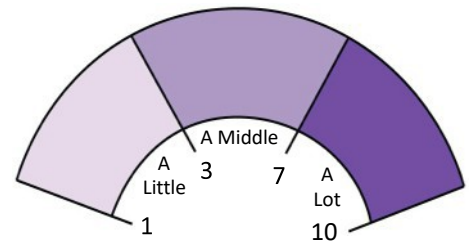
Home Activity 2: Light and Heavy Feelings

Tell about times this week when you had a heavy feeling and a light feeling. Make sure you practice relaxing your body, too. Caregivers, help your child with writing words if that makes things a little easier.

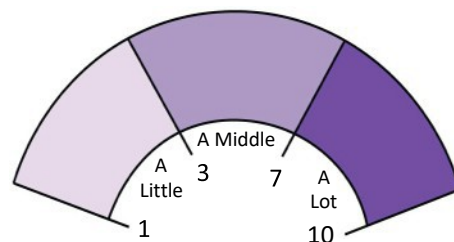
Draw a picture or write of a time you had heavy feelings this week. Make sure to tell the feeling word and make a mark on the Feelings Gauge to show how strong your feeling was.



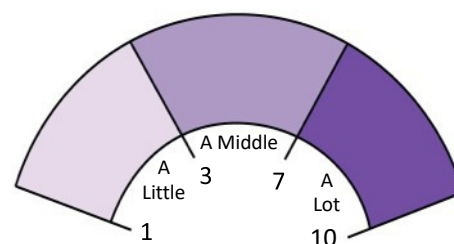
Draw a picture or write about how you relaxed your body to make your heavy feeling lighter. Make a mark on the Feelings Gauge to show how your feeling changed.



Draw a picture or write of a time you had a light feeling this week. Make sure to tell the feeling word and make a mark on the Feelings Gauge to show how strong your feeling was.



Draw a picture or write of a time you had a light feeling this week. Make sure to tell the feeling word and make a mark on the Feelings Gauge to show how strong your feeling was.



Keep practicing your belly breaths
or power breaths and muscle
relaxers each day!



TF-CBT Group Session 3: *Cognitive Coping*

Rationale

This session will serve as an introduction to the cognitive triangle and cognitive coping skills development. Activities are designed to support youth development of healthy coping skills to manage daily stressors and trauma reminders. These skills will also be utilized after the trauma narrative to support children's cognitive processing of trauma-related beliefs.

Caregiver Objectives

1. Caregivers will learn methods for supporting children's development of cognitive coping skills.
2. Caregivers will consider the impact of their child's traumatic experiences on their own parenting styles.
3. Caregivers will learn trauma-informed parenting practices.

Child Objectives

1. Children will learn to identify thoughts and differentiate them from feelings.
2. Children will learn the connection between thoughts, feelings and behaviors.
3. Children will learn a method for stopping inaccurate or unhelpful thoughts.
4. Children will learn about the body's response to trauma reminders and practice skills for managing them.

Materials

Children's Group: Littles		
Children's folders		<i>Feelings Gauge</i> poster & <i>Feelings Faces</i> cutouts
<i>Group Rules</i> poster		Individual <i>Feelings Gauges</i> and <i>Faces</i> (one per child)
<i>Group Reward Chart</i> supplies		Head-Heart-Hand Signs
Tape/stick tack		Cognitive Triangle Traffic Cones (3)
Markers/Crayons/Pencils		Scenarios for Cognitive Triangle Handout
Book: Eggbert, the Slightly Cracked Egg		5 Senses Handout
Children's Group: Middles/Bigs		
Children's folders		<i>Feelings Gauge</i> poster & <i>Feelings Faces</i> cutouts
<i>Group Rules</i> poster		Individual <i>Feelings Gauges</i> and <i>Faces</i> (one per child)
<i>Group Reward Chart</i> supplies		Think-Feel handout
Tape/stick tack		Think-Feel-Do Walk-Through Signs
Markers/Crayons/Pencils		Cognitive Triangle Traffic Cones (3)
<i>Healing Days</i> book		Scenarios for Cognitive Triangle Handout
Children's Group: Bigs+		
Children's folders		<i>Feelings Gauge</i> poster & <i>Feelings Faces</i> cutouts
<i>Group Rules</i> poster		Individual <i>Feelings Gauges</i> and <i>Faces</i> (one per child)
<i>Group Reward Chart</i> supplies		Think-Feel-Do Walk-Through Signs
Tape/stick tack		ABCs of Behavior Worksheets
Markers/Crayons/Pencils		Cognitive Triangle Traffic Cones (3)
<i>My Trauma Brain Handout</i>		Scenarios for Cognitive Triangle Handout
Caregivers' Group		
Tape/sticky tack		<i>Think-Feel-Do Connection</i> Worksheet (caregiver)
Pens/Pencils		<i>Trauma and the Think-Feel-Do Connection</i> handout (one per caregiver)
Name tags		<i>Coaching on Coping Skills</i> handout
Homework 3 (one per child)		Coping Skills House Building Scenarios/Pieces for Combined Group

Session 3 Children's Group – Littles (5-7)				
1.	Group Check-In	Time	5 min	Lead Therapist
<ul style="list-style-type: none"> Remind children of the group logistics <ul style="list-style-type: none"> This is the third of 5 group sessions The children's and caregivers' groups will come together at 6:30 for a combined activity. Select the special helper of the day. During check-in, have children share their feeling and rate it on the Feelings Gauge poster. 				
2.	Session Review	Time	5 min	Lead Therapist
<ul style="list-style-type: none"> Review the concept of Muscle Relaxers and invite the special helper to assist in leading the group through rounds of Muscle Relaxers and Belly Breaths. Review last session's focus on feelings. Concepts to review: <ul style="list-style-type: none"> Basic feelings words Multiple feelings Feelings scaling (Feelings Gauge) Light and heavy feelings Common feelings of children who have gone through upsetting or traumatic experiences. Children can use relaxers to make heavy feelings lighter. Homework Review: Ask children to share their successes in identifying light and heavy feelings. 				
3.	Introduction to Head – Heart-Hands	Time	5 min	Lead Therapist
<ul style="list-style-type: none"> Explain that today's session will be about thoughts, or what our brain says inside. Have kids stand up and identify their head, heart, and hands. Explain that our head 'tells' us things, our heart 'feels' things and our hands 'Do' things. For example, Head says, "Tomorrow is my birthday!" Heart feels "excited" and Hands/Body – Jump up and down. (Use other examples to walk through). Practice differentiating between thoughts, feelings, and actions by giving examples and having kids point to their head, heart, or hands. 				
4.	Triangle Practice	Time	10 min	Lead Therapist
<ul style="list-style-type: none"> Place head – heart - hands in a large triangle on the floor . Tell kids that our head is the 'boss' and so what our head says can make our heart feel and our hands do. Use example of spider being on shoulder & walk through triangle. Then change to head thinking it is a fake spider and walk through again. Have kids take turns in groups of 3 drawing a thought – feeling- action set of slips of paper and reading aloud. Kids sort themselves to appropriate head-heart-hand and read aloud. Emphasize the point that children can lighten heavy feelings by changing or "lightening" their thoughts. Lighter thoughts and feelings lead to better choices and better outcomes. Example scenarios: <ul style="list-style-type: none"> A child walks out to recess and two friends look at the child, whisper and start laughing. A child is in a lunch line holding a tray of food and gets bumped from behind. A child walks into class and says hi to a friend, but the friend doesn't say anything. 				
5.	Book on Changing Thoughts	Time	5 min	Lead Therapist
<ul style="list-style-type: none"> Introduce that you are going to read a book about an egg that learned to think new thoughts to feel better. Read Eggbert the Slightly Cracked Egg At the end ask kids what he thought about his cracks at the beginning and how he felt. Then ask how he thought and felt at the end of the book. 				

5.	Fight-Flight-Freeze	Time	10 min	Lead Therapist	
<ul style="list-style-type: none"> • Explain that when people or animals feel scared, we do things to try to get safe. Kids are going to watch a puppet show and watch for how the animals act when they are scared. • Therapists act out 3 scenarios to demo fear responses. Pause after each to ask kids what happened. <ul style="list-style-type: none"> • Lion hears other kids being loud and starts roaring to scare them away • Turtle sees new people and goes into his shell. • Bird hears mom (or teacher) voice and feels scare he will be in trouble and flies away • Now share that therapists will act out another play where and kids need to watch and see when the animal starts to feel scared and hold up their stop sign for when they should stop and relax. • Invite the special helper to assist in leading the group through a round of Belly Breaths and Muscle Relaxers. 					
6.	Check Out	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> • Share that the group will learn a new skill in the combined group that can help when heavy feelings, thoughts or memories set off their alarms, called <i>Grounding (5 Senses)</i>. • Review behavior chart progress. • Prepare for the transition to the combined group. 					
Session 3 Children's Group – Middles (7-9)					
1.	Group Check-In	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> • Remind children of the group logistics <ul style="list-style-type: none"> ○ This is the third of 5 group sessions ○ The childrens' and caregivers' groups will come together at 6:30 for a combined activity. • Select the special helper of the day. • During check-in, have children share their feeling and rate it on the Feelings Gauge poster. 					
2.	Session Review	Time	10 min	Lead Therapist	
<ul style="list-style-type: none"> • Review the concept of Muscle Relaxers and invite the special helper to assist in leading the group through rounds of Muscle Relaxers and Belly Breaths. • Review last session's focus on feelings. Concepts to review: <ul style="list-style-type: none"> ○ Basic feelings words ○ Multiple feelings ○ Feelings scaling (Feelings Gauge) ○ Light and heavy feelings ○ Common feelings of children who have gone through upsetting or traumatic experiences. ○ Children can use relaxers to make heavy feelings lighter. • Homework Review: Ask children to share their successes in identifying light and heavy feelings. 					
3.	Introduction to Thoughts	Time	10 min	Lead Therapist	
<ul style="list-style-type: none"> • Explain that today's session will be about thoughts, or what our brain says inside. • Review the <i>Think-Feel</i> handout with children, including thought-feelings scenarios. <ul style="list-style-type: none"> ○ Therapists can act out the scenarios, if needed, to actively engage children. ○ Therapists can also place the think and feel traffic cones and graphics on the floor to assist in the scenario walk-throughs. ○ Use additional scenarios as needed that are relevant to group participants. 					

4.	Triangle Practice	Time	10 min	Lead Therapist	
<ul style="list-style-type: none"> • Explain that our thoughts and feelings are also connected with our behavior, or what we do. • Place the <i>Do</i> cone and graphic in the triangle formation with the <i>Think</i> and <i>Feel</i> cones. • Return to the Spider example from the handout. <ul style="list-style-type: none"> ○ Ask the special helper to walk through the character's thoughts, feelings, and behaviors, with support and ideas from the other group members. ○ Add to the story, stating that the character looks more closely and sees that it is a toy spider. Ask the special helper to walk back through the triangle, identifying (with group support) how the child's thoughts, feelings and behaviors change. • Use alternate or additional triangle scenarios (Scenarios for Cognitive Triangle Handout) as needed to illustrate the cognitive triangle concept. Emphasize the point that children can lighten heavy feelings by changing or "lightening" their thoughts. Lighter thoughts and feelings lead to better choices and better outcomes. • Example scenarios: <ul style="list-style-type: none"> ○ A child walks out to recess and two friends look at the child, whisper and start laughing. ○ A child is in a lunch line holding a tray of food and gets bumped from behind. ○ A child walks into class and says hi to a friend, but the friend doesn't say anything. 					
5.	Fight-Flight-Freeze	Time	10 min	Lead Therapist	
<ul style="list-style-type: none"> • Explain that everyone has an alarm system inside that helps us look out for danger. • Explain that some children who go through scary and upsetting experiences have an alarm system that is turned up on high to make extra sure that there is no danger. • Share that the group is going to read about how this alarm system works and what happens when it is turned up too high. • Read pages _____ in <i>Healing Days</i>. • Ask group to share examples of something that might set off their own alarm system. Therapists can share hypothetical examples also. • Invite the special helper to assist in leading the group through a round of Belly Breaths and Muscle Relaxers. 					
6.	Check Out	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> • Share that the group will learn a new skill in the combined group that can help when heavy feelings, thoughts or memories set off their alarms, called <i>Grounding (5 Senses)</i>. • Review behavior chart progress. • Prepare for the transition to the combined group. 					

Session 3 Children's Group – Bigs (10-12)				
1.	Group Check-In	Time	5 min	Lead Therapist
<ul style="list-style-type: none"> Remind children of the group logistics <ul style="list-style-type: none"> This is the third of 5 group sessions The children's and caregivers' groups will come together at 6:30 for a combined activity. Select the special helper of the day. During check-in, have children share their feeling and rate it on the Feelings Gauge poster. 				
2.	Session Review	Time	5 min	Lead Therapist
<ul style="list-style-type: none"> Review the concept of Muscle Relaxers and invite the special helper to assist in leading the group through rounds of Muscle Relaxers and Belly Breaths. Review last session's focus on feelings. Concepts to review: <ul style="list-style-type: none"> Basic feelings words Multiple feelings Feelings scaling (Feelings Gauge) Light and heavy feelings Common feelings of children who have gone through upsetting or traumatic experiences. Children can use relaxers to make heavy feelings lighter. Homework Review: Ask children to share their successes in identifying light and heavy feelings. 				
3.	Introduction to Thoughts	Time	10 min	Lead Therapist
<ul style="list-style-type: none"> Explain that today's session will be about thoughts, or what our brain says inside. Review the <i>Think-Feel</i> handout with children, including thought-feelings scenarios. <ul style="list-style-type: none"> Therapists can act out the scenarios, if needed, to actively engage children. Therapists can also place the think and feel traffic cones and graphics on the floor to assist in the scenario walk-throughs. Use additional scenarios as needed that are relevant to group participants. Utilize ABCs of Behavior worksheets to illustrate antecedents and consequences of behaviors. This should be done after Think-Feel handout is explained. 				
4.	Triangle Practice	Time	10 min	Lead Therapist
<ul style="list-style-type: none"> Explain that our thoughts and feelings are also connected with our behavior, or what we do. Place the <i>Do</i> cone and graphic in the triangle formation with the <i>Think</i> and <i>Feel</i> cones. Return to the Spider example from the handout. <ul style="list-style-type: none"> Ask the special helper to walk through the character's thoughts, feelings, and behaviors, with support and ideas from the other group members. Add to the story, stating that the character looks more closely and sees that it is a toy spider. Ask the special helper to walk back through the triangle, identifying (with group support) how the child's thoughts, feelings and behaviors change. Use alternate or additional triangle scenarios (Scenarios for Cognitive Triangle Handout) as needed to illustrate the cognitive triangle concept. Emphasize the point that children can lighten heavy feelings by changing or "lightening" their thoughts. Lighter thoughts and feelings lead to better choices and better outcomes. Example scenarios: <ul style="list-style-type: none"> A child walks out to recess and two friends look at the child, whisper and start laughing. A child is in a lunch line holding a tray of food and gets bumped from behind. A child walks into class and says hi to a friend, but the friend doesn't say anything. Move from generic examples to include personal examples based on information you have about clients. 				

5.	Fight-Flight-Freeze	Time	10 min	Lead Therapist	
<ul style="list-style-type: none"> • Teach youth that trauma impacts our bodies, as well as our minds. Fight – Flight – Freeze is a universal (meaning everyone has it) response system in our bodies to threat. Give example of bear walking into the room right now. • (optional) May read pages 13-20 in Healing Days. • Teach that reminders of a past unsafe time, triggers, can put our bodies into fight-flight-freeze. • Ask the youth to share examples of things that may accidentally trigger the alarms of youth who have been through different types of traumas, like: <ul style="list-style-type: none"> • Car accident (riding in a car, being on a highway/busy street, car horns, sirens) • Tornado (rain, darkening sky, thunder, lightning, wind, tornado siren) • Witnessing adult fighting (arguing, loud voices; can be in different situations like a show on TV, in a store, at home, etc.) • Ask members if anyone would be willing to share something that has accidentally set off their alarm systems and how it felt. • Use “My Trauma Brain” handout to identify feelings, thoughts, and body triggers related to trauma. • Review the coping skills that have been taught in group to help children reset their alarm system: deep breaths, muscle relaxers, and activities from their Feel Better Plan. • Invite a group member to assist in leading the group through a round of Relaxers. 					
6.	Check Out	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> • Share that the group will learn a new skill in the combined group that can help when heavy feelings, thoughts or memories set off their alarms, called <i>Grounding (5 Senses)</i>. • Review behavior chart progress. • Prepare for the transition to the combined group. 					

Session 3		Caregivers' Group			
1.	Group Check-In	Time	5min	Lead Therapist	
<ul style="list-style-type: none"> • Welcome the caregivers to session 3. • Pass out name tags, folders, and ink pens/markers as needed. • Remind caregivers of the group logistics. <ul style="list-style-type: none"> ○ The children's and caregivers' groups will come together at 6:30 for a combined activity. • Facilitate relaxation activity with the group. 					
2.	Homework Review	Time	5min	Lead Therapist	
<ul style="list-style-type: none"> • Review Homework 2: Feelings identification and scaling. <ul style="list-style-type: none"> ○ Ask about and praise any successes. ○ Ask about challenges in completing the homework and problem-solve with caregivers to support successful mastery of feelings identification and relaxation skills in their children. 					
3.	Teach Think-Feel-Do Triangle	Time	5min	Lead Therapist	
<ul style="list-style-type: none"> • Remind caregivers that last week's session was on feelings identification and management. This week's session builds on that by teaching children about the connection between our thoughts, feelings and behavior. • Teach the <i>Think-Feel-Do Connection</i> by using any easily relatable experience (e.g., getting cut off in traffic). Draw triangle on white board and have caregivers identify thoughts, feelings, and actions. Try to generate from group both angry and anxious thoughts/feelings/actions. May also use the <i>Think-Feel-Do</i> handout. • Explain that understanding the think-feel-do connection is an important tool in understanding children's reactions. • Teach that caregiver can help children at each point of the triangle. Share the <i>Coaching on Coping Skills</i> handout. Discuss these ideas to aid when child is triggered and in fight/flight/freeze reaction mode. 					
4.	Cognitive Coping for Caregivers	Time	20min	Lead Therapist	
<ul style="list-style-type: none"> • Inform that applying the think-feel-do connection is just as important for caregivers as for kids. Our thoughts shape how we feel, and can impact our parenting. • Give example of parent thinking negative/hopeless/ ineffective parenting versus positive thinking/hopeful/effective parenting. • This session should allow caregivers the space to talk about their own thoughts related to their child's trauma history. • Utilize the group structure to facilitate a discussion in which caregiver's feel supported and validated. Ideally, the culture of the group allows for normalization of these thoughts for caregivers. • Listen for thoughts that negatively impact caregiver (support for child, distress level, general parenting) and guide group in generated alternate, balanced thoughts. (For example, "I should have known my daughter was being sexually abused, it's my fault." → "I wish I would have known earlier. I am doing everything now to help her heal.") 					

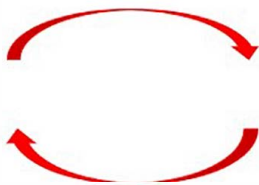
5.	Combined Group Preparation	Time	5min	Lead Therapist	
<ul style="list-style-type: none"> • Combined time will focus on learning a new coping skill, Grounding (5 Senses). Briefly orient caregivers to this skill and when it is helpful to use. • Caregivers will then help their children complete the <i>Coping Skills House Building</i> activity, during which the family will be expected to complete a series of activities. Some focus on coping skills while others address the difference between thoughts and feelings. • To be supportive, caregivers might: <ul style="list-style-type: none"> ○ Practice reflective listening to validate their child’s thoughts and feelings ○ Ask if their child would lead them in the coping skills they select. ○ Praise their child’s answers and knowledge of different skills. ○ Reinforce the idea that these are skills that their family can use during stressful times. ○ Encourage their child to come to them if they are having heavy thoughts or feelings so that the caregiver can work together to make them lighter. 					
6.	Homework Preparation	Time	5min	Lead Therapist	
<ul style="list-style-type: none"> • Show caregivers a copy of Home Activity C and share that this homework will combine feelings and thought identification with scaling and coping skills practice. • Provide brief instructions on how caregivers can support their children in completing this session’s homework assignment. • Considerations for caregivers in supporting skill development in the coming week: <ul style="list-style-type: none"> ○ Caregivers may model use of the skills at times when their stress is increased. ○ Caregivers can practice the skills with their child when they start to see their child’s stress level increasing. ○ These skills will be less effective when a child is already highly upset. Intervening early is key to successful coping skills use. 					

Session 3		Combined Group			
1.	Session Review	Time	5min	Lead Therapist	
<ul style="list-style-type: none"> Children are asked to share with their caregivers what they did in today's session. Children are encouraged to share their completed workbook page with their caregivers. 					
2.	Grounding	Time	5min	Lead Therapist	
<ul style="list-style-type: none"> Group leaders explain that families are going to learn a new skill for helping when heavy memories or thoughts get stuck in their brains. Group leaders teach Grounding (5 Senses) activity. Kids share with their grown-up a time their alarm goes off (for littles when they feel scared) and plan to use grounding. 					
3.	Coping Skills House Building	Time	10min	Lead Therapist	
<ul style="list-style-type: none"> Explain that group members have learned different ways to cope with heavy thoughts and feelings – belly breaths, muscle relaxers, grounding, and other activities they put on their Feel Better Plans. In this activity, each family gets to build a house room by room. Each room has a different story on the back. The character in each story needs the family's help to find a safe and healthy way of coping. The family is asked to come up with an answer and practice the coping skill together. Then their therapist will give them a new room with a new story to solve. Each time the family earns a new room, it can be added to their house until the house is complete. 					
4.	Home Activity Introduction	Time	2min	Lead Therapist	
<ul style="list-style-type: none"> Hand out Home Activity C to families and briefly explain the assignment. Ask caregivers to make a strong effort to complete the homework with their child and return it next week so that the children can share their answers with other group members. 					
5.	Check Out	Time	2min	Lead Therapist	
<ul style="list-style-type: none"> Complete the homework prize drawing and award the prize to the winning child. Review behavior chart progress and praise children who earned today's reward. Hand out the prize as families leave the session. Therapists will follow up with caregivers, as needed. 					

Did you know that our feelings and thoughts are connected?



Feel



Think

Here are some examples:



I think these cookies are for me... I feel happy!

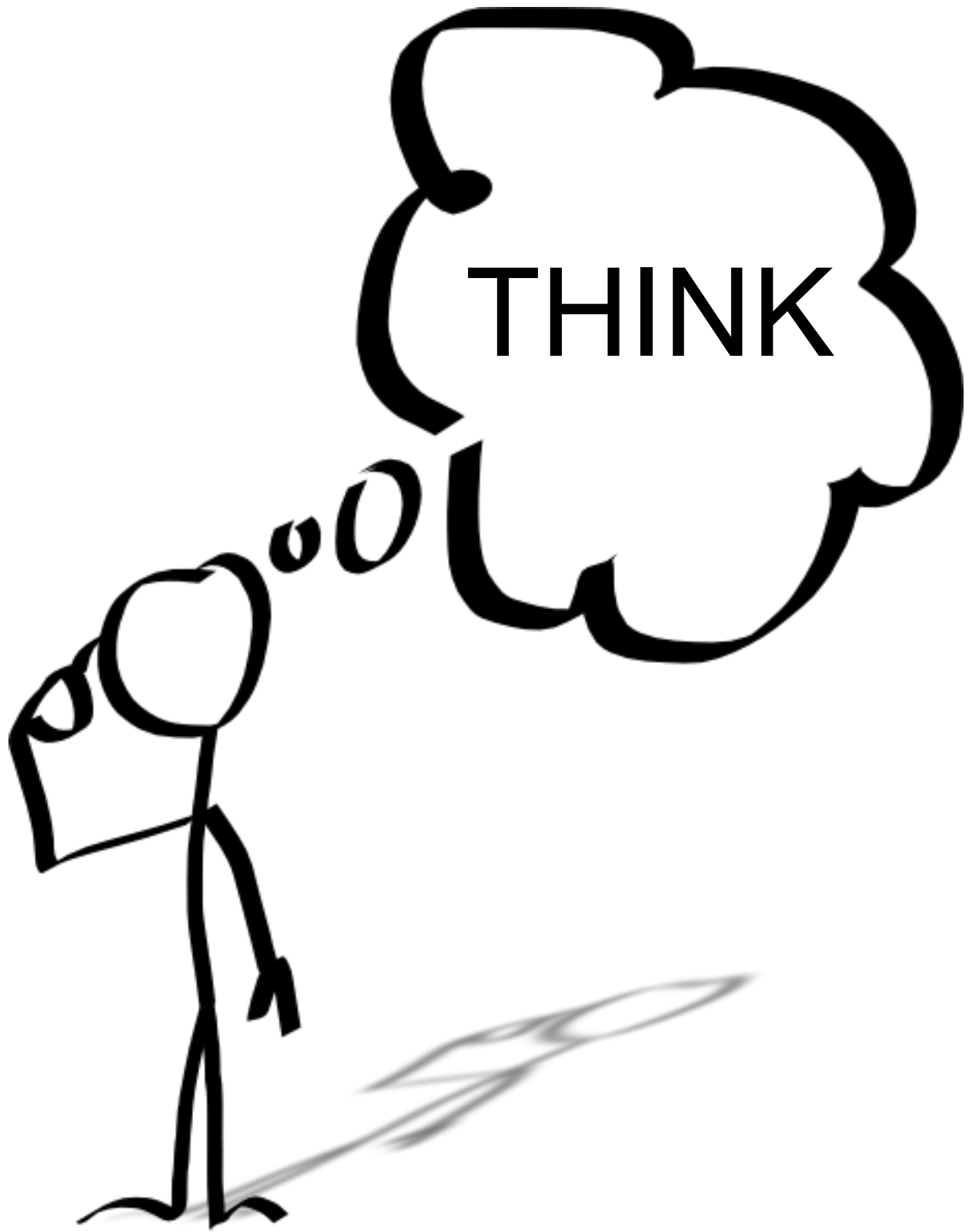


I think the spider might bite me... I feel scared!



What might these children be thinking and feeling?









DO



FIGHT



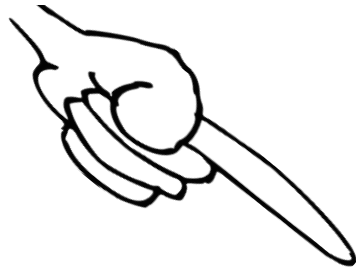
FLIGHT



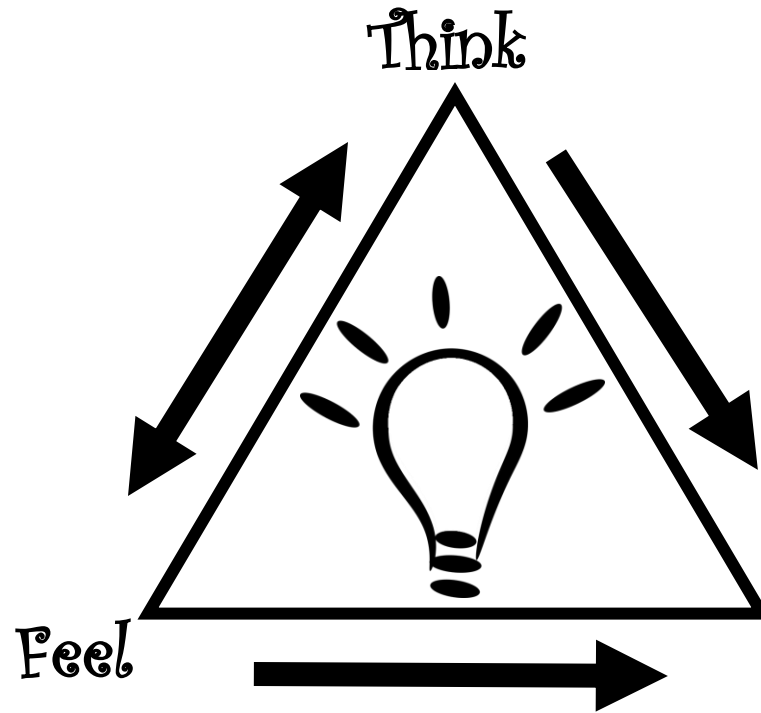
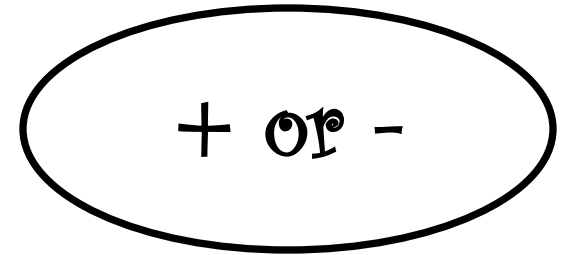
FREEZE

ABC Handout

A. Situation



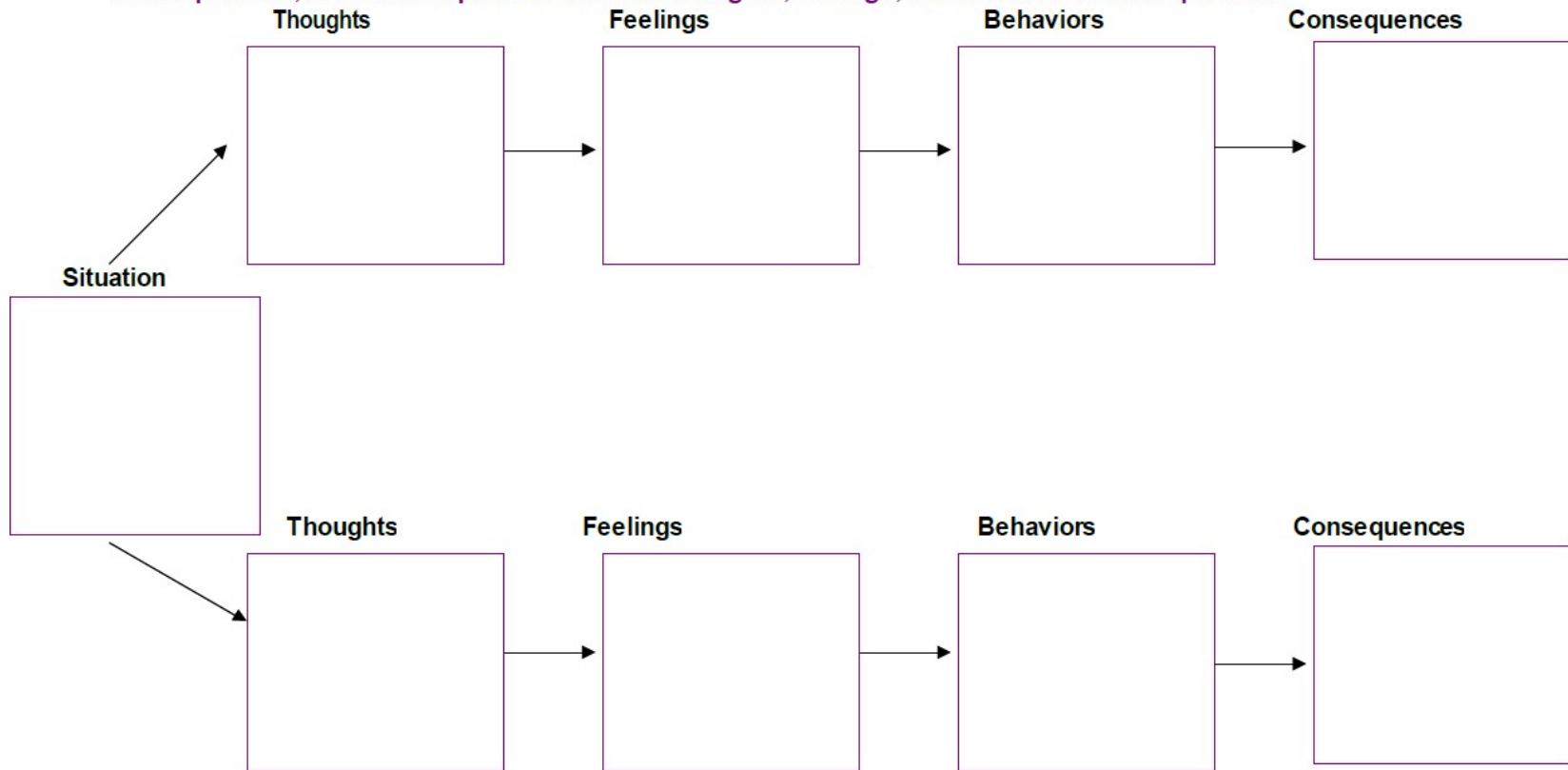
C. Consequences



B. Behave

ABC's of Behavior Worksheet

Instructions: Now pick a situation of your own and fill in a negative chain of thoughts, feelings, behaviors and consequences, then fill in a positive chain of thoughts, feelings, behaviors and consequences.



MY TRAUMA BRAIN

How I Think Differently
(About myself, others, the world, my future...)

How I Feel Differently
(What feelings I have most or less now, feelings that are toughest for me to manage ...)

My Amygdala Hijackers
(Triggers like places, people, sounds, feelings, tastes, smells, others' words or behaviors...)

How I Act Differently
(How I treat others, how I handle stressors or worries, things I do more or less now)



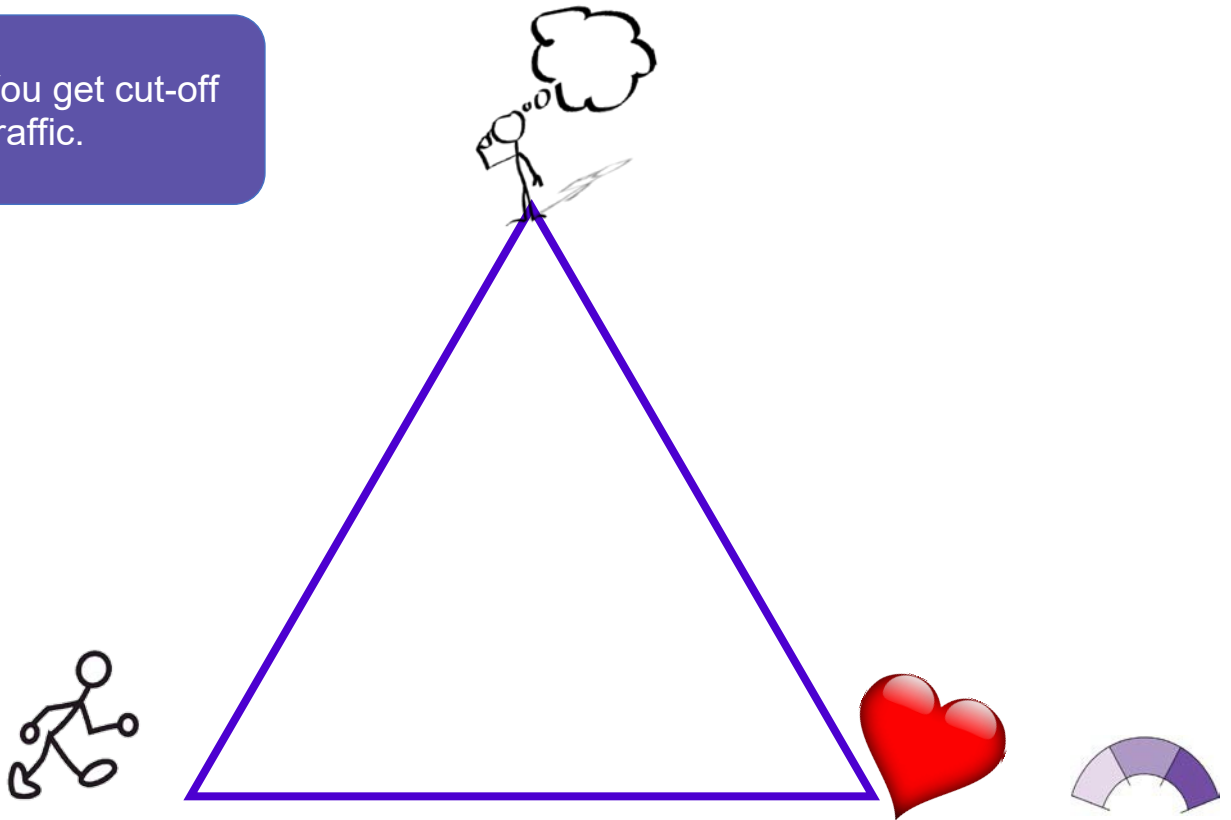
The Think-Feel-Do Connection



Your child's session will teach the connection between our feelings and thoughts. By changing how we think about a situation, we can change how we feel about it and may then choose to respond differently.

Below is an example showing how changing a thought can change the outcome of a situation.

Situation: You get cut-off in traffic.



Trauma and the Think-Feel-Do Connection

Traumatic experiences can impact how children see themselves, others, the world and even their future.

One way this can appear is through an increased sensitivity to potential danger. Children’s internal alarm systems may go on high alert, seeing threats to their safety where none may exist.

When our internal alarm system is triggered, our protective reflex kicks in. This is also called our *Fight-Flight-Freeze Response*. Stress hormones are released to prepare the body to protect itself. This response is helpful when real danger exists, but can cause problems when there is a false alarm.

Below is an example of how a child’s faulty alarm system can cause problems.

Trauma	A child was involved in a major tornado.	
Triggering Situation	The child sees the sky darkening, feels wind increasing and raindrops starting.	
Child’s Thought	“A tornado is coming – we’re in danger!”	
Child’ Feelings	Fear, confusion, the body’s stress response starts (e.g., heart rate increase, upset stomach, sweaty palms, etc.)	
Child’s Behavior	Crying, pleading with adult to find shelter, disorganized behavior	
Outcomes	+	Gets adult’s attention, may lead adult to seek safety, possibly protected if real danger exists
	-	Can’t calm down, becomes more reactive and argumentative, becomes physically distressed, gets negative attention and consequences

Child Trauma and Caregiving

Below are common experiences of caregivers of children who have gone through traumatic experiences. Which of the experiences below currently fit you? Use the blank spaces to write in any experiences you're having that aren't listed.

Common Feelings		
	Upset about it happening to your child	Embarrassed that it happened
	Sadness	Shame about it happening
	Fear for your child	Insecurity since it happened
	Anger that it happened	Guilt about not knowing sooner
	Numb	
Common Thoughts		
	Think about what happened while working or at other challenging times	Concern that your child will never be the same
	Concerned about what others will think	Wonder if you're doing enough to help your child
	Think you are responsible for your child experiencing the trauma	Think your child's future is less hopeful now
Common Reactions		
	Trouble sleeping	More rules and restrictions for your child
	Physical symptoms – headaches, stomach aches, etc.	Fewer rules and less structure and consistency with your child
	More frequent reactions like crying, moodiness, angry outbursts	Increased conflict with your partner or other significant adult relationships
	Not talking about what has happened	Shutting off from others

Coaching on Coping Skills

After a trauma, children may be stuck in Fight-Flight-Freeze responding. This can look like:

- Extreme emotions ('meltdown' or 'rage')
- Out of the blue or over very minor issue
- Happens quickly (zero to sixty)
- Unable to calm down
- Doesn't respond to reasoning
- Distress may last a long time
- Apologetic later

Ways to Help Your Child:

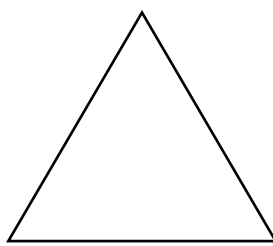
1. Create a sense of safety
 - Stand a few feet away from child
 - Speak in a calm and quiet voice
2. Tell child you can see he/she is feeling upset and you are available if he/she needs you
3. Offer to do a favorite coping skill together. (Or just start doing the coping skill yourself for child to join)
4. Allow your child time to calm
 - This means back away & be quiet! 😊
 - Stay in close distance so child can come to you with he/she is ready
5. Avoid Reasoning, Arguing, Questioning

Responding calmly to someone in the Fight-Flight-Freeze mode can be difficult, it is OK to take a moment to calm yourself before interacting with your child.

What is a thought you have had about yourself related to your child's trauma?

Original thought: _____

Feeling: _____

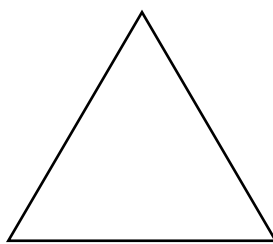


Thought (above)

Behavior: _____

More helpful and balanced thought: _____

Feeling: _____



Thought (above)

Behavior: _____

Our 5 senses:

This is a calming activity that can help you with tough or stressful situations. Or anytime you want to feel better. It uses all of your senses.



It's as easy as 5, 4, 3, 2, 1!

5 - LOOK: Look around for 5 things that you can see. You could say, I see the window, I see the chair, or I see the table.

4 - FEEL: Think of 4 things that you can feel. You could say, I feel my shoes, I feel the chair I'm sitting on, or I feel the pencil I'm holding.

3 - LISTEN: Listen for 3 sounds. You could hear the sound of people talking, the sound of traffic, or the sound of the clock ticking.

2 - SMELL: What are two things you can smell? If you cannot smell anything, then think of your 2 favorite smells.

1 - TASTE: What is something you can taste right now? Maybe it's your toothpaste, or something you ate. If you cannot taste anything, then say your favorite thing to taste.

You can practice 5 Senses every day so that you can use them anywhere and anytime you want to feel better!

COPING SKILLS HOUSE SCENARIOS - BIGS

BEDROOM 1 - B

Marcus just woke up from a nightmare.

How might his body be feeling?

How can Marcus turn down his body's alarm system enough to go back to sleep?

LIVING ROOM - B

Both youth and grown-ups can answer this one!

The last time my body's alarm system was triggered was...

The body reactions I experienced were:

KITCHEN - B

All kids sometimes have heavy thoughts, feelings or memories and can use some extra support from their caregivers.

Work together with your caregiver to come up with a quick and easy way to let them know when you could use their help to feel better. Maybe it's a symbol or code word. Or maybe there's another way that will work better for you both.

What's your plan?

LAUNDRY ROOM - B

Caregivers can help when their youth's body alarm systems are triggered by heavy memories, thoughts or feelings.

Caregiver, lead your youth in a relaxer of their choice.

Remember to do the relaxer with your youth!

Pick one or choose your own:

3 Deep Breaths

5 Senses

We used this relaxer instead:

BEDROOM 2 - B

**Is this youth sharing a thought or feeling
in each sentence?**

	THOUGHT	FEELING
I love pizza!		
Everybody hates me.		
I'm overwhelmed.		
I'm so excited to go to the movie tonight!		
All the bad stuff that's happened in my life is my fault.		
I worry all the time.		
I don't know how I'm feeling.		

COPING SKILLS HOUSE SCENARIOS - MIDDLES

BEDROOM 1 - M

Marcus just woke up from a bad dream.
How might he be feeling?

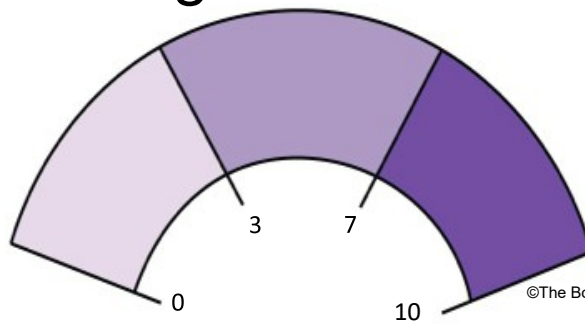
How can Marcus turn down his body's alarm system
and go back to sleep?

LIVING ROOM - M

Both kids and grown-ups can answer this one!

The last time my body's alarm system was
triggered, I felt...

My feeling was this heavy:



KITCHEN - M

Maggie had a bad day at school.
Help her ask her mom for support.

Mom, today was tough at school and I feel...

*Could you help me do this relaxer
to feel better?*

LAUNDRY ROOM - M

Grown-ups can help when kids' body alarm systems are
triggered by heavy memories, thoughts or feelings.

***Grown-up, lead your child in a relaxer
of your child's choice.
Remember to do the relaxer with your child!***

Pick one or choose your own:

Deep Breaths

5 Senses

Lemon Squeezers

Strong Man

We used this relaxer:

BEDROOM 2 - M

Is Jack telling us about a thought or feeling?

	THOUGHT	FEELING
I'm excited to go swimming!		
I'm so mad at my brother.		
Nobody likes me.		
Something bad might happen when I'm away from my parents.		
I love pizza!		
Loud noises scare me.		
Basketball is the best sport in the world.		

COPING SKILLS HOUSE SCENARIOS - LITTLES

BEDROOM 1 - L

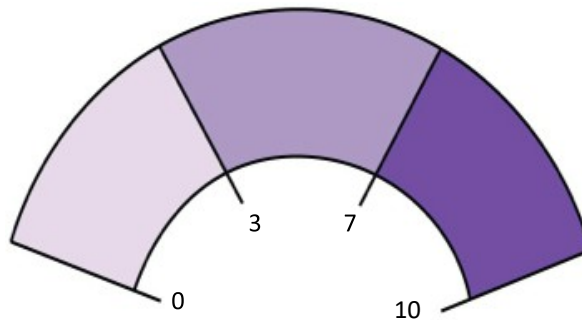
Marcus had a bad dream. He feels...

Name a relaxer that can help Marcus go back to sleep.

LIVING ROOM - L

Both kids and grown-ups can answer this one!

The last time I remembered a scary time, I felt this scared:



One grown-up I can tell when I'm scared is...

KITCHEN - L

Maggie had a bad day at school.
Help her ask her mom for support.

Mom, I had a bad day at school and I feel...

*Can you do this relaxer with me?
(List a favorite relaxer)*

LAUNDRY ROOM - L

Grown-ups can help when kids' body alarm systems are triggered by heavy memories, thoughts or feelings.

***Grown-up, lead your child in a relaxer
of your child's choice.
Remember to do the relaxer with your child!***

Pick one or choose your own:

Deep Breaths

5 Senses

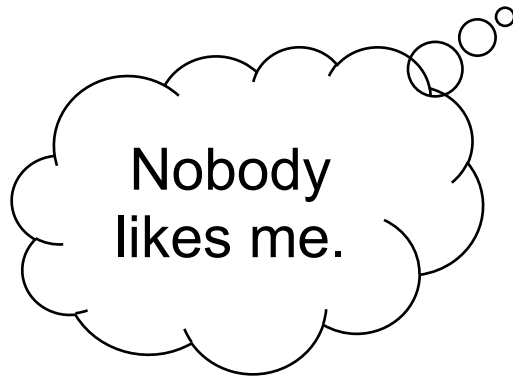
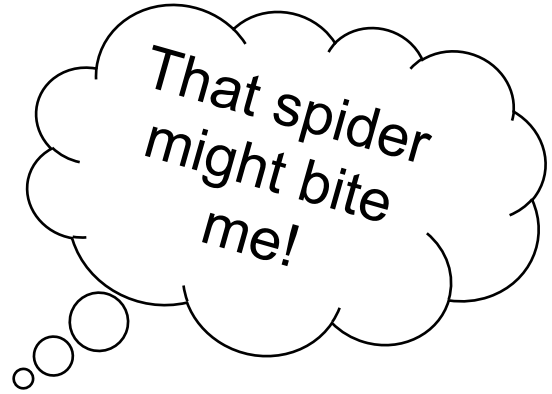
Lemon Squeezers

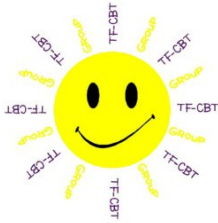
Strong Man

We used this relaxer:

BEDROOM 2 - L

Thought or Feeling?





Child Name: _____

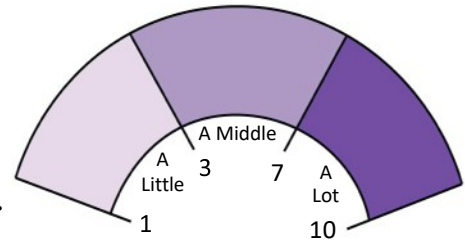
Caregiver Signature: _____

Home Activity 3: Using My Coping Skills

We can lighten heavy thoughts and feelings by using our coping skills. For this week, try out your new skills when you start having heavy thoughts and feelings. Your caregiver can help you think of a skill to use and do the skill with you if you'd like help.

Draw a picture or write of a time when you had a heavy thought or feeling this week.

Make a mark on the Feelings Gauge to show how strong your feeling was.

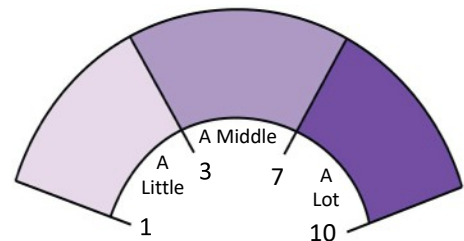


Which coping skill did you use to help lighten your thought or feeling?

Belly Breaths Muscle Relaxers 5 Senses

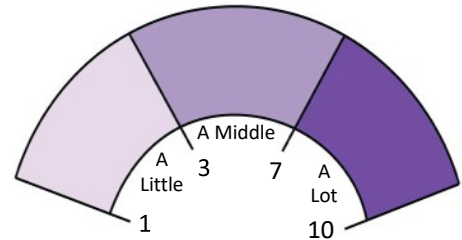
I used another skill: (Write or draw the skill.)

What was your feeling after using your coping skill? How strong was it?



Draw a picture or write of a time when you had a heavy thought or feeling this week.

Make a mark on the Feelings
to show how strong your feeling



Which coping skill did you use to help lighten your thought or feeling?

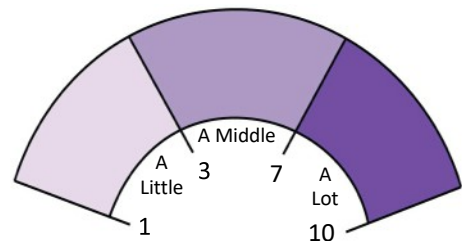
Belly Breaths

Muscle Relaxers

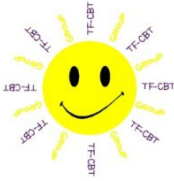
5 Senses

I used another skill: (Write or draw the skill.)

What was your feeling after using your coping skill? How strong was it?



Keep practicing your belly breaths
and muscle relaxers each day!
Can you teach them to your teacher?
Can you teach them to a friend?



Youth Name: _____

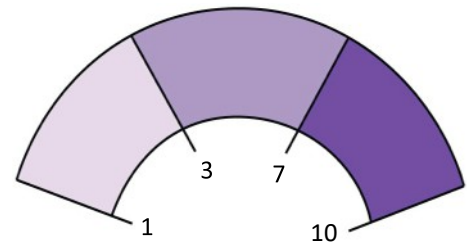
Caregiver Signature: _____

Home Activity 3: Using My Coping Skills

We can lighten heavy thoughts and feelings by using our coping skills. For this week, try out your new skills when you start having heavy thoughts and feelings. Your caregiver can help you think of a skill to use and do the skill with you if you'd like help.

Describe a time when you had a heavy thought and feeling this week and what they were.

Mark on the Feelings Gauge how strong your feeling was at the time.



Which coping skill did you use to help lighten your thought and feeling?

Deep Breaths

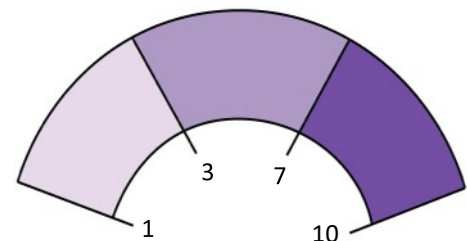
Muscle Relaxers

5 Senses or other Grounding activity

I used another skill: (Write the skill.)

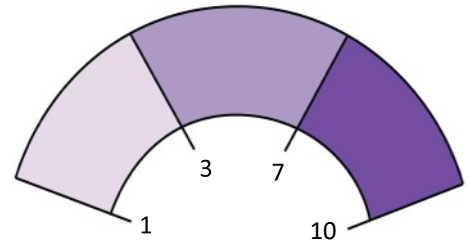
What was your feeling after using your coping skill?

Mark how strong your feeling was after using the coping skill.



Describe a time when you had a heavy thought and feeling this week and what they were.

Mark on the Feelings Gauge how strong your feeling was at the time.



Which coping skill did you use to help lighten your thought and feeling?

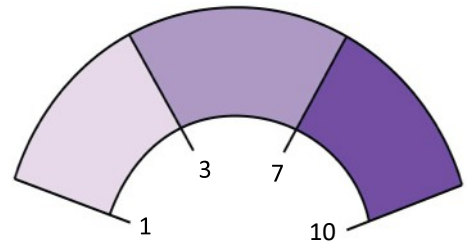
Deep Breaths

Muscle Relaxers

5 Senses or other Grounding activity

I used another skill: (Write the skill.)

How strong was your feeling after using your coping skill?



Keep practicing your deep breaths and muscle relaxers each day!

Teach a coping skill to someone you know this week.

TF-CBT Group Session 4: *PRAC Review*

Rationale

This session will focus on continued skills development and reinforcement while increasing gradual exposure.

Caregiver Objectives

1. Caregivers will begin discussing parenting skills.
2. Caregivers will learn and apply strategy of Functional Behavior Analysis and
3. Caregivers will begin discussing behavior intervention strategies (i.e., labeled praise).

Child Objectives

1. Children will reinforce knowledge gained on trauma and impacts.
2. Children will reinforce skills gained in feelings identification, scaling and expression.
3. Children will reinforce understanding of think-feel-do connection and challenging unhelpful/inaccurate cognitions.

Materials

Children's Group: Littles			
	Children's folders		<i>Feelings Gauge</i> poster & <i>Feelings Faces</i> cutouts
	<i>Group Rules</i> poster		Individual <i>Feelings Gauges</i> and <i>Faces</i> (one per child)
	<i>Group Reward Chart</i> supplies		Markers/Crayons/Pencils
	Tape/stick tack		Game: <i>Head, Heart, Hands</i> (Littles Version)
	Think-Feel-Do Signs		Cognitive Triangle Traffic Cones (3)
	Triangle Poster		
Children's Group: Middles & Bigs			
	Children's folders		<i>Feelings Gauge</i> poster & <i>Feelings Faces</i> cutouts
	<i>Group Rules</i> poster		Individual <i>Feelings Gauges</i> and <i>Faces</i> (one per child)
	<i>Group Reward Chart</i> supplies		Markers/Crayons/Pencils
	Tape/stick tack		Game: <i>Head, Heart, Hands</i> (Middles & Bigs Versions)
	Think-Feel-Do Signs		Cognitive Triangle Traffic Cones (3)
	Triangle Poster		
Caregivers' Group			
	Tape/sticky tack		Poster-board
	Pens/Pencils		Homework Activity 4: Family Relaxation
	Name tags		

Session 4		Children's Group – Littles (5-7)			
1.	Group Check-In	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> Remind children of the group logistics <ul style="list-style-type: none"> This is the fourth of 5 group sessions The children's and caregivers' groups will come together at 6:30 for a combined activity. Select the special helper of the day. During check-in, have children share their feeling and rate it on the Feelings Gauge poster. Inform that next session will be our last session as a group. 					
2.	Overview & Homework Review	Time	10 min	Lead Therapist	
<ul style="list-style-type: none"> Invite the special helper to assist in leading the group through a round of 5 Senses – 5 things you see, 4 things you feel, 3 things you hear, 2 things you smell and 1 thing you taste. Review last session's focus on the connection between what our brain says, what our heart feels and what we do. Place the think, feel do signs in a triangle on the wall and review a scenario (e.g., spider example), asking group members to identify thoughts, feelings, and behaviors and how they change as the scenario changes. Review the body's alarm system and the three Fight-Flight-Freeze responses. Review how relaxers can help reset our alarm systems. Ask group members to review on their homework sheet a time that they used a relaxer to lighten a heavy thought or feeling. 					
3.	Head, Hands, Heart Game	Time	40 min	Lead Therapist	
<ul style="list-style-type: none"> Group leaders are encouraged to tailor this game structure to best suit the group members' developmental levels. Explain that the group members have worked so hard to learn new things in group that today's session is going to give them a chance to put all their new learning to use in a fun game. Introduce the <i>Head, Heart, Hands</i> game: <ul style="list-style-type: none"> Explain that there are three decks of cards in this game: <ol style="list-style-type: none"> HEAD: These cards will ask group members to share what they have learned so far in counseling. HEART: These cards will ask group members to share and show what they know about feelings. HANDS: These cards will ask group members to share what they know about what we think, feel and do. Explain that group members will take turns picking a card from each deck to earn HEAD, HEART and HAND points. Add additional instructions depending on how group leaders determine to tailor this activity to the group's developmental level and interests. 					
4.	Check Out	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> Praise children for their work today. Review behavior chart progress. Prepare for the transition to the combined group. 					

Session 4		Children's Group – Middles & Bigs (8-12)			
1.	Group Check-In	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> Remind children of the group logistics <ul style="list-style-type: none"> This is the fourth of 5 group sessions The children's and caregivers' groups will come together at 6:30 for a combined activity. Select the group leader of the day. During check-in, have children share their feeling and rate it on the Feelings Gauge poster. Inform that next session will be our last session as a group. 					
2.	Overview & Homework Review	Time	10 min	Lead Therapist	
<ul style="list-style-type: none"> Invite the group leader to assist in leading the group through a round of 5 Senses – 5 things you see, 4 things you feel, 3 things you hear, 2 things you smell and 1 thing you taste. Review last session's focus on the connection between what our brain says, what our heart feels and what we do. Place the think, feel do signs in a triangle on the wall and review a scenario (e.g., child says hi to a friend who doesn't say anything back), asking group members to identify thoughts, feelings, and behaviors and how they change as the scenario changes. Review the body's alarm system and the three Fight-Flight-Freeze responses. Review how relaxers can help reset our alarm systems. Ask group members to review on their homework sheet a time that they used a relaxer to lighten a heavy thought or feeling. 					
3.	Head, Hands, Heart Game	Time	40 min	Lead Therapist	
<ul style="list-style-type: none"> Group leaders are encouraged to tailor this game structure to best suit the group members' developmental levels and interests. Explain that the group members have worked so hard to learn new things in group that today's session is going to give them a chance to put all their new learning to use in a fun game. Introduce the <i>Head, Heart, Hands</i> game: <ul style="list-style-type: none"> Explain that there are three decks of cards in this game: <ol style="list-style-type: none"> HEAD: These cards will ask group members to share what they have learned so far in counseling. HEART: These cards will ask group members to share and show what they know about feelings. HANDS: These cards will ask group members to share what they know about what we think, feel and do. Explain that group members will take turns picking a card from each deck to earn HEAD, HEART and HAND points. Add additional instructions depending on how group leaders determine to tailor this activity to the group's developmental level and interests. 					
4.	Check Out	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> Praise youth for their work today. Review behavior chart progress. Prepare for the transition to the combined group. 					

Session 4		Caregivers' Group		
1.	Group Check-In	Time	5 min	Lead Therapist
<ul style="list-style-type: none"> • Welcome the caregivers to session 4. • Remind caregivers of the group logistics. <ul style="list-style-type: none"> ○ This is the fourth of 7 group sessions ○ The children's and caregivers' groups will come together at 6:30 for a combined activity. • Lead caregivers in relaxation exercise (e.g. calm breathing) 				
2.	Functional Behavior Analysis	Time	35 min	Lead Therapist
<ul style="list-style-type: none"> • Normalize that most families seek counseling due to child's problem behaviors. Engage caregivers in sharing their identified priorities for behavior improvement in their children. <i>Try to get caregivers to be specific (context, specific behavior) as we will refer back to this to get a desired opposite behavior later.</i> • Educate that parenting after trauma requires specialized skills, as kids present with a combination of both problem behaviors related to core trauma symptoms and defiance/negative attention seeking or modeling of negative behaviors they've seen before. • The most effective parenting response is going to depend on what is driving the behavior. All behavior serves a purpose. Give examples: running out of room could be to seek attention; to get sense of safety; to escape a parent's directions. It takes a well-trained eye to decide how to respond in specific moments. That is our focus of today, before diving into new strategies, we need to become detectives of child behavior. Teaching a skill that therapists use, Functional Behavior Analysis. • Ask if someone would be willing to walk through in detail a recent misbehavior of their child, so we can learn this in real-life. • Visually display the information gathering of the behavior, antecedent, and consequences for the example. (Do multiple if time allows). • Reinforce importance of this first step by giving example of how parenting strategy misapplied could have unintended consequences (e.g., continuing trying to calm, talk to child who is attention seeking will lead to more of the misbehavior). • Provide FBA handout to caregivers and ask them to be the detectives and gather all the data for one behavior outburst or problem behavior over the next week. State that we are not asking them to change anything about how they respond yet! • Inform that for any of our strategies to work in the moment with a problem behavior it must be in the context of positive praise and reinforcement for the desired behavior. • Go around the group and refer back to their identified problem behavior and have them identify the opposite desired behavior. • Inform that we will learn one skill to start setting this contrast. How to give attention to the desired behavior. 				

3.	Enhancing Parenting Skills	Time	10 min	Lead Therapist	
<ul style="list-style-type: none"> • Introduce Labeled Praise (Refer to Handouts) and how it is used to increase positive behaviors in children <ul style="list-style-type: none"> ○ Free, easy, always available reward for children ○ Must come up with the opposite of misbehavior to praise ○ Must be specific so child knows what behavior has earned the parent's praise ○ Must be enthusiastic and unqualified. Don't un-do the praise. ○ Takes conscious effort and practice! • Spend time helping caregivers generate labeled praises; Role-play or model providing labeled praises. • Have each caregiver plan a labeled praise they will give during the combined activity time. 					
4.	Combined Session Preparation	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> • <i>Head, Heart, Hands</i> Caregiver-Child Activity Preparation <ul style="list-style-type: none"> • Inform caregivers that the youth played a game today that reinforced the knowledge and skills they've developed over the past three sessions, including education about trauma and its impacts, feelings identification and expression skills, and understanding the connection between our thoughts, feelings and behaviors. • Explain that this session's combined activity will provide youth with the opportunity to further reinforce their learning with their caregivers. The Head, Heart, Hands Family Game show will involve having families take turns answering questions related to each of the knowledge and skill areas described above. • Share that caregivers are encouraged in the combined session to practice their use of labeled praises with their child to reinforce positive activity performance, knowledge and skills demonstration and effort. 					
5.	Homework Preparation	Time	2 min	Lead Therapist	
<ul style="list-style-type: none"> • Remind caregivers their homework to do the behavior detective worksheet. • Their children will continue to practice the calming strategies they have learned as this will support safely continuing treatment. 					

Session 4		Combined Group			
1.	Session Preparation	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> State that today's session is a review and practice of all that they have learned in counseling so far. Ask the children to share about the <i>Head, Heart, Hand</i> Game they played in their session time. 					
2.	Head, Heart, Hands Family Game Show	Time	20 min	Lead Therapist	
<ul style="list-style-type: none"> Group leaders are encouraged to tailor this game structure to best suit the group members' developmental levels. Explain that we are going to host our very own game show during our combined session time today. This game show will give families the opportunity to show all that they have learned over the past three sessions. The Head, Heart, Hands Family Game show will involve having families take turns answering questions related to each of the knowledge and skill areas described above. Explain that there are three types of questions in this game: <ol style="list-style-type: none"> HEAD: These questions will ask families to share what they have learned so far in counseling. HEART: These questions will ask families to share and show what they know about feelings. HANDS: These questions will ask families to share what they know about what we think, feel and do. Explain that families will take turns answering questions to earn HEAD, HEART and HAND points. Add additional instructions depending on how group leaders determine to tailor this activity to the group's developmental level and interests. 					
3.	Homework Preparation	Time	2 min	Lead Therapist	
<ul style="list-style-type: none"> Hand out Home Activity 4 to families and briefly explain the assignment. All family members will practice relaxation daily, on their own and as a family. Each family member will track his/her relaxation practice on the Home Activity sheet. Remind families to complete the form and return it next session to be entered into the prize drawing. 					
4.	Check Out	Time	2 min	Lead Therapist	
<ul style="list-style-type: none"> Complete the homework prize drawing and award the prize to the winning child. Review behavior chart progress and praise children who earned today's reward. Hand out the prize as families leave the session. 					

Antecedents (Before)	Behaviors (During)	Consequences (After)
<p>What happened before?</p> <p>What led up to it?</p> <p>Any triggers (recent, immediately)?</p> <p>Describe the environment. What's the activity level? Who's there?</p> <p>Leading up to, any new or different stressors? Changes to structure, routines? Changes to relationship or positive connection time?</p>	<p>What did the behavior look like?</p> <p>How long did it last?</p> <p>Did it escalate? Lessen? When?</p> <p>While your child is engaging in the behavior, what are you doing? Saying? Feeling? What's your tone of voice?</p> <p>What is running through your head?</p>	<p><u>After the behavior(s)</u>, what happened? What did you do? What did you say?</p> <p>What was his/her reaction? How did you feel?</p> <p>What were you thinking?</p> <p>What else did you do? What happened next?</p> <p>Any praising, ignoring, consequences, or punishment?</p>

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LABELED PRAISE

- The general rule is that **any behavior that is rewarded will increase**. For example, if you tell your child, “I love how you’re sharing with your brother,” your child will share more often with his/her brother.
- As a parent, your job is to “**catch your child being good.**” This can be difficult when your child’s negative behavior is taking all of your attention. You may need to take time to sit down and come up with the opposite of the negative behaviors that you can praise. For example, if your child is always yelling in the house, provide a reward for the opposite - talking in a calm, inside voice.
- **Praise is often the best reward.** “Labeled praise” is verbally letting the child know exactly what they did that you liked, such as “I am so proud of you for staying in your seat at the dinner table” or “You did a great job staying calm when your sister got to play the videogame first.”
- **Labeled praise** tells the child specifically what you like about what they are doing or saying. We use labeled praise with children because:
 - It causes good, desirable behaviors to increase.
 - It lets the child know very clearly what you like.
 - It increases the child’s self-esteem.
 - It adds warmth to the parent-child relationship.
 - It makes both parent and child feel good.
- For many children, behavior problems are related to emotional distress (uncertainty, sadness, anger, confusion). Praising and attending to positive behaviors has the added benefit of reducing their emotional distress, which in turn reduces their acting out behaviors.
- Examples of labeled praise:
 - Terrific counting!
 - I like the way you’re using your indoor voice.
 - Thank you for waiting while I talk on the phone.
 - I am proud of you for using your manners and saying “Thank you.”
 - I really like how you’re playing so gently with your toys.
 - Wow, you’re doing a great job staying by my side in the store.
 - I am so happy that you are staying in your seat at the dinner table.

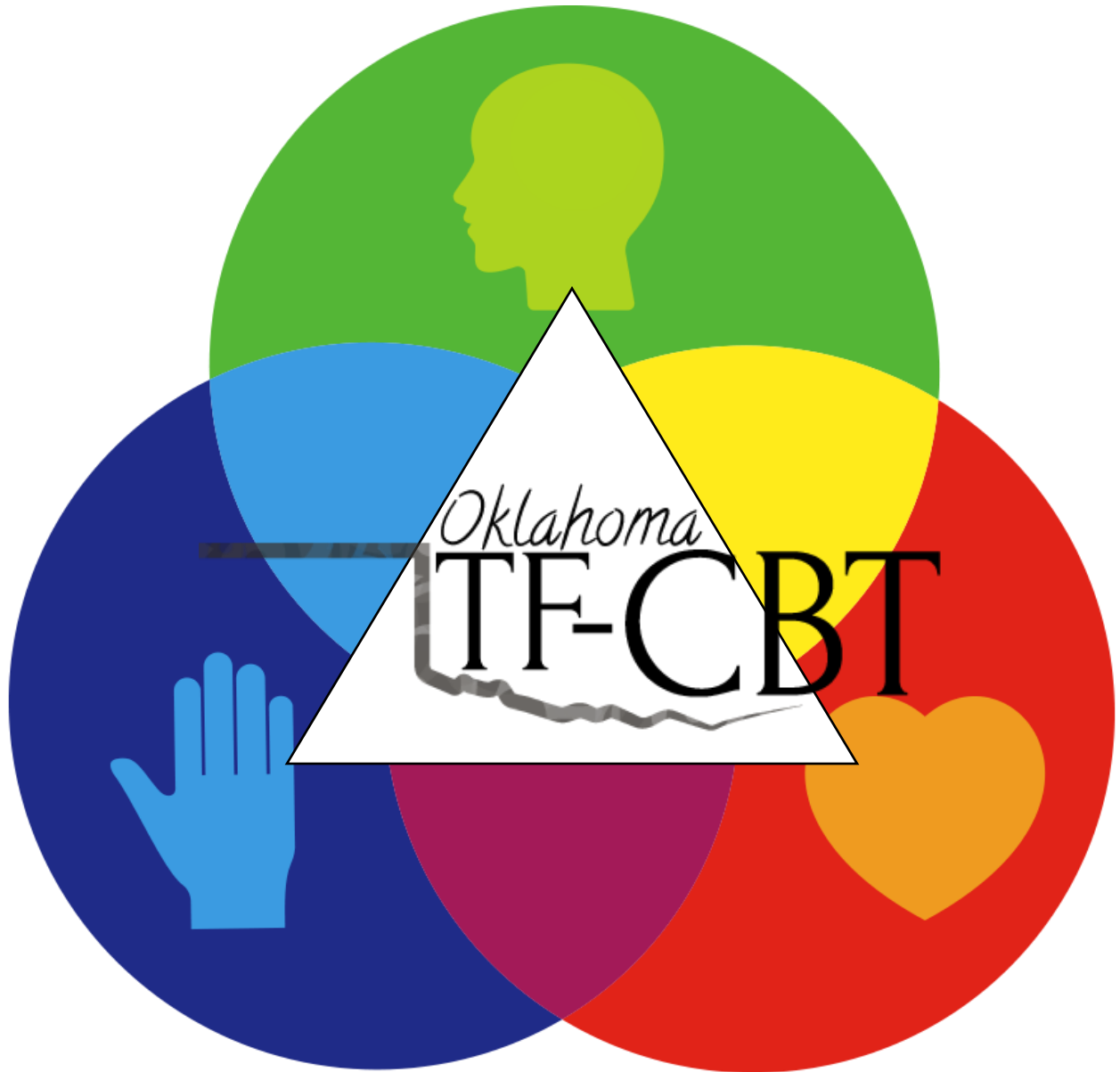


PRACTICING LABELED PRAISES



Problem Behavior	Opposite Behavior	Labeled Praise
Disobeying	<i>Minding</i>	<i>Thank you for minding.</i>
Yelling	Using inside voice	Nice job using your inside voice.
Hitting others		
Being bossy		
Cussing		
Not doing chores		
Being disrespectful		
Not putting toys away		
Getting in trouble at school		
Fighting		
Whining		

HEAD



HANDS

HEART

Instructions

You have learned so much in counseling and now it's time to put it all together!

There are 3 decks of cards in this game:

HEAD: What have *YOU* learned so far in counseling?

HEART: What do *YOU* know about feelings?

HANDS: How well do *YOU* know how thoughts, feelings and behaviors connect?

Take turns picking a card from each deck to earn HEAD, HEART and HANDS points.



L



L



L



L

Lots of kids have gone through really scary or upsetting experiences.

These really scary or upsetting experiences are also called what word that starts with a “T” and rhymes with “LLAMA?”

How fast can you say “TRAUMA LLAMA” 3 times in a row?

Is trauma something that happens in lots of families or not many families?

Children are brave for talking in counseling about trauma that has happened in their family.

Pat yourself on your back for being brave in counseling! Ask others to pat their backs for being brave, too!

After a trauma, do children sometimes have bad dreams about what happened?

Pretend that you are waking up from a bad dream and do 3 belly breaths to feel better.

If a heavy trauma memory gets stuck in your brain, you can use your magic remote control to **change the channel!**

Pretend that you’re using your remote control to change to a happy channel in your brain.

What do you see?



L



L



L



L

<p>Since the trauma happened, Reece worries a lot that something bad will happen when she is away from her grown-ups.</p> <p>Pretend that you are helping Reece feel less worried. What can you say to help her know that her grown-ups are safe?</p>	<p>After the trauma, Julio sometimes feels afraid that something bad will happen if he goes to school.</p> <p>What are 3 ways grown-ups make sure that kids at school are safe?</p> <p>Could remembering this help Julio feel safer?</p>
<p>Daria worries that kids won't want to be her friend because of the trauma she went through. Is this a worry lots of kids have?</p> <p>What are 3 ways you are a good friend to others?</p> <p>Let everyone in the room right now know they're good friends, too, by giving them a Pinky Shake.</p>	<p>Reggie is watching a TV show. In the story, people start yelling. Then Reggie's body alarm starts going off - his heart starts racing and his stomach gets jittery. Is Reggie in danger?</p> <p>Since the TV show is pretend, Reggie is safe. Pretend that you are telling this to Reggie's alarm system. Your counselor can act like Reggie's alarm system.</p>



L



L



L



L

Name 3 light feelings.

Act out 2 light feelings
and get others
to guess them.

Have guessers tell if each
feeling looks like a little,
a middle or a lot of
the feeling.

Name 3 heavy feelings.

Act out 2 heavy feelings
and get others
to guess them.

Have guessers tell if each
feeling looks like a little,
a middle or a lot of
the feeling.

Name 2 heavy feelings that
children sometimes have
after trauma.

Who are 2 adults you can go
to for help if you are having
heavy feelings?

Pretend that you are telling
a counselor that you are
having a heavy feeling and
would like their help.

Amy went through a trauma.
Now she feels afraid
lots of the time.

Do many kids feel afraid
after trauma happens?

Pretend that you are telling
a grown up that you are
feeling afraid and would like
their help.



L



L



L



L

Can children have different amounts of a feeling?

What scale can we use to tell how much of a feeling we are having?

What is 1 feeling you are having now and what level?
A little, a middle or a lot?

After Brian's trauma, he feels mad a lot and gets in trouble for being mean to others.

Do some kids feel mad more often after trauma happens?

Doing fun things can lighten our mad feelings. What are 3 things that you find fun?

When Sophie is reminded of the trauma that happened, she has heavy feelings in her body.

How do our hearts feel when we are scared?

How do our tummies feel when we are scared?

How can we find out how someone is feeling?

Ask someone in you are with right now how they are feeling.

Remember to ask how much of the feeling the person is having! You can use the feelings scale to help.



L



L



L



L

When Mindy feels scared,
belly breaths help lighten
her feeling.

Lead others in doing
3 belly breaths.

When Lionel gets mad,
muscle relaxers help
lighten his feeling.

Lead others in doing
3 lemon squeezers.

When Luke feels sad,
the **5 Senses** help lighten
his feelings.

Lead others in doing
5 Senses.

5 things you see.
4 things you feel.
3 things you hear.
2 things you smell.
1 thing you taste.

Sirens remind Katy of the
day the trauma happened.

What's 1 muscle relaxer Katy
can do to lighten her heavy
feelings when she hears
sirens?

Lead others in doing
3 Strong Mans.



L



L



L



L

Daisy the Deer is walking through the forest when she sees something move in the grass.

Right away, she stops so still that nothing can see her!

Which of these did Daisy's body use for protection?

- Fight
- Flight
- Freeze

Paddy the Puppy barks at every noise he hears. His body alarm tells him that there might be danger. Is Paddy's barking protecting with: Fight, Flight or Freeze?

Pretend that you are telling Paddy that the noise he hears this time is safe. Help calm Paddy down with 3 belly breaths.

When we have heavy thoughts, feelings or memories, we can do something fun to help ourselves feel better.

What are 3 fun things you can do to feel better when you have heavy thoughts, feelings or memories?

Sesha the Cat is napping on the windowsill when something grabs her tail. She jumps up and runs out of the room!

Which of these did Sesha's body use for protection?
Fight, Flight or Freeze

Lead Sesha in some Cat Stretches to calm down!



M



M



M



M

Every child in this group has gone through one or more really scary or upsetting experiences.

These are also called what word that starts with a "T" and rhymes with "LLAMA."

Try saying
"TRAUMA LLAMA"
3 times in a row!.

Is trauma something that happens in:

- Lots of families?
- Or not many families?

What would you say to a friend who thought that the trauma that they went through was their fault?

After a trauma, do children sometimes have bad dreams about it?

To get back to sleep after a bad dream, what can a child:

- Say to themselves to feel less scared?
- Do as a relaxer lying down in their bed to calm their body?

After a trauma, do children try hard not to remember what happened? Why?

What are 3 things a child can do to feel better when memories of trauma get stuck in their brain?



M



M



M



M

<p>Since the trauma happened, Reece worries that something bad will happen when she is away from her family.</p> <p>Pretend that you are helping Reece feel less worried. What can you say to help her know that her grown-ups are safe?</p>	<p>After the trauma, Julio worries that something bad will happen when he is at school. Sometimes he tries to stay home from school because he is so worried.</p> <p>What are 3 ways grown-ups make sure that kids at school are safe?</p> <p>Could remembering this help Julio feel safer?</p>
<p>Daria worries that others won't want to be her friend because of the trauma she went through. Is this a worry lots of kids have?</p> <p>What are 3 ways you are a good friend to others?</p> <p>Let everyone in the room right now know they're good friends, too, by giving them a Pinky Shake.</p>	<p>Reggie is watching a TV show. In the story, people start yelling. Then Reggie's body alarm starts going off - his heart starts racing and his stomach gets jittery. Is Reggie in danger?</p> <p>Since the TV show is pretend, Reggie is safe. Pretend that you are telling this to Reggie's alarm system. Your counselor can act like Reggie's alarm system.</p>



M



M



M



M

Pick one group member and ask them to take turns saying light feelings with you. How many can you come up with together?

With that group member, act out a light feeling and try to get the group to guess it.

Pick one group member and ask them to take turns saying heavy feelings with you. How many can you come up with together?

With that group member, act out a heavy feeling and try to get the group to guess it.

Name 4 heavy feelings that kids might have after going through a trauma.

Who are 3 helpful adults you can go to for support if you are having heavy feelings?

Pretend that you are telling a counselor that you are having a heavy feeling and would like to do a relaxer.

After Amy went through a trauma, she feels afraid in lots of different situations.

Do many kids feel afraid after trauma happens?

Pretend that you are telling a grown up that you are feeling afraid and would like their help to feel better.



M



M



M



M

<p>What scale can we use to describe how much of a feeling we are having?</p> <p>What is 1 feeling you had during your trauma and what number was it on the scale?</p> <p>What is 1 feeling you are having now and what level?</p>	<p>After Brian went through a trauma, he gets mad easily and gets in trouble more often.</p> <p>Do many kids feel mad more often after trauma happens?</p> <p>What can Brian do to lighten his mad feeling?</p>
<p>When Sophie is reminded of the trauma that happened, she has strong feelings in her body.</p> <p>What are 4 body reactions we might feel when we are scared or upset?</p>	<p>How can we find out how someone is feeling?</p> <p>Ask someone in the room how they are feeling.</p> <p>Ask how much of the feeling they are having. You can use the feelings scale to help.</p>



M



M



M



M

When Mindy feels scared,
power breaths help lighten
her feeling.

Lead others in doing
3 power breaths.

When Lionel gets mad,
muscle relaxers help
lighten his feeling.

Lead others in doing
a muscle relaxer of
your choice.

When Luke feels upset,
the **5 Senses** help lighten
his feelings.

Lead others in doing
5 Senses.

5 things you see.
4 things you feel.
3 things you hear.
2 things you smell.
1 thing you taste.

Sirens remind Katy of the
day the trauma happened.

What's 1 muscle relaxer Katy
can do to lighten her heavy
feelings when she hears
sirens?

Lead others in doing
a muscle relaxer of your
choice.



M



M



M



M

Daisy the Deer is walking through the forest when she sees something move in the grass.

Right away, she stops so still that nothing can see her!

Which of these did Daisy's body use for protection?

- Fight
- Flight
- Freeze

Lafayette the Labrador barks at every noise he hears. His body alarm tells him that there might be danger.

Is his barking protecting Fight, Flight or Freeze?

What would you do to help Lafayette calm down if there's no danger?

Fun activities can help lighten our heavy thoughts, feelings and memories.

Let's do some charades! Using no words, get the group to guess 3 activities that are fun for you.

Some ideas include: dancing, video games, writing in a journal, basketball, singing

It's good to relax our bodies throughout the day to keep our alarm systems from going off when they shouldn't.

When are 2 times each day that you can do a relaxer? Which relaxers will you do?

Have your counselor teach cooked/uncooked spaghetti.



B



B



B



B

<p>Samira is in science class and she's supposed to be reading her chapter. But, a trauma memory is stuck replaying in her brain and won't go away.</p> <p>Has a trauma memory ever gotten stuck in your brain? Is this common after traumas happen? What can help get them unstuck?</p>	<p>After his trauma, Kamal doesn't like when things in his daily life don't happen like normal.</p> <p>During these times, what trauma-related thoughts might Kamal be having that set off his alarm system?</p> <p>What can Kamal say to himself to turn down his alarm?</p>
<p>Zahara worries that her counselor will think badly of her when Zahara shares details about her traumas. The truth is that Zahara's counselor is proud of her for being brave to talk about what she went through.</p> <p>Have your counselor share two things that they are proud of in you.</p>	<p>What are 3 reasons some youth might not want to talk in counseling about their traumas?</p> <p>What would you tell these youth about how talking in counseling about their traumas can help them feel better?</p>



B



B



B



B

Is trauma something that happens in lots of families or not many families?

What would you say to a friend who believed that they did something wrong to cause a trauma to happen in their family?

How we **think**, what we **feel** and what we **do** are all connected. Using the Think-Feel-Do cones, walk through this situation:

Maria walks into math class and realizes that she forgot to bring her homework back. She knows her teacher is going to collect them when class starts.

How we **think**, what we **feel** and what we **do** are all connected. Using the Think-Feel-Do cones, walk through this situation:

After the trauma Georgia went through, her alarm system can go off when she is in noisy places. Her class today is really loud and she feels her alarm system body reactions starting to grow.

How we **think**, what we **feel** and what we **do** are all connected. Using the Think-Feel-Do cones, walk through this situation:

Charles is talking with a new friend at school who asks Charles why he goes to counseling each week. Charles doesn't want to talk about his trauma, but doesn't know what to say.



B



B



B



B

Aaron sometimes doesn't want to go to counseling because he has heavy feelings when he talks about his traumas.

- Do you think talking in counseling gets easier over time?
- How can Aaron tell his caregivers and counselor how he's feeling?
- How can they help?

Peggy's feelings get very heavy one day and she begins having thoughts of hurting herself.

Should Peggy keep these thoughts to herself?
Why or why not?

What is a helpful thing Peggy can do if these thoughts happen again?

A teacher at Angelica's school looks like someone in her past who hurt her. Angelica's alarm system starts going off just being around this teacher.

What signs might tell Angelica that her body's alarm system has started?
What can she do once she notices these reactions?

What are two feelings you had during your trauma and what numbers were they on the feelings scale?

What is one feeling you are having now and what number is it on the feelings scale?



B



B



B



B

Pick someone in the room and ask them to take turns saying light feelings with you.

How many can you come up with together in 1 minute?

Pick someone in the room and ask them to take turns saying heavy feelings with you.

How many can you come up with together in 1 minute?

Name 4 heavy feelings that youth might have after going through a trauma.

Who are 3 trusted adults you can go to for support if you are having heavy feelings?

After Manuel went through a trauma, he feels worried or nervous all the time.

Is it common to feel this way after trauma happens?

What are 3 things Manuel can do to lighten his heavy feelings?



B



B



B



B

The **5 Senses** help lighten heavy thoughts and feelings.

Lead the group in doing the 5 Senses.

5 things you see.

4 things you feel.

3 things you hear.

2 things you smell.

1 thing you taste.

Give an example of a time when it's good that we have an internal alarm system to look out for danger and protect ourselves.

Does trauma sometimes make our alarm systems go off more quickly?

How can daily use of relaxers help our alarm systems work better?

Before the trauma happened, Eliza used to love playing soccer. Now it feels like her heart isn't in it.

Should Eliza quit soccer or will this feeling get better as she goes through counseling?

How can soccer help Eliza cope after her trauma?

After Brian went through a trauma, he gets angered easily and gets in trouble more often.

Is it common to feel angry more often after trauma happens? Can this get better over time? When Brian notices his anger increasing, what can he do?



B



B



B



B

Fun activities can help lighten our heavy thoughts, feelings and memories.

Let's play charades!

Using no words, get others to guess 3 activities that are fun for you.

Some ideas: dancing, video games, writing in a journal, basketball, singing

When our alarm system goes off, our body automatically prepares to protect itself.

Let's play charades!

Using no words, get others to guess 3 alarm system body reactions.

Some ideas: heart beats faster, sweaty hands, faster breathing, jittery stomach

Doing something fun with others can help lighten our heavy thoughts, feelings and memories.

Let's play reverse charades! You will be the guesser and everyone else will work together to try to get you to guess the fun activities.

(Therapist, write down 4 separate activities for participants to act out together. Don't show the guesser!)

Laughing with others can help lighten our heavy thoughts, feelings and memories.

Pick someone in the room to have a staring contest! On the count of 3, make your weirdest faces at each other. Whoever gets the other person to laugh first wins the round. Make it the best of 3 rounds!



C



C



C



C

Practicing relaxation is important for keeping our body alarms from going off when there isn't danger.

Lead everyone in 3 deep breaths.

- ✓ Inhale through your nose for 3.
- ✓ Exhale through your mouth for 3.

When we are reminded of an upsetting or scary experience, our body alarm may go off. To help our body calm down, it is helpful to do a relaxer.

Lead everyone in a muscle relaxer of your family's choice.

When we sense danger, our body alarm system activates to protect us.

Act each of the body alarm's 3 F's and get the group to guess them.

How we think, what we feel and what we do are all connected.

Using the Think-Feel-Do cones, walk through this situation:

Xavier walks into the lunch room and sees his best friends. They see him, whisper to each other, and laugh.



C



C



C



C

Show us how well your family knows feelings!

Using the wall board, write down as many feelings words your family knows in 1 minute.

Show us how well your family knows your senses!

Have each member take turns saying one thing they can see, feel, hear, smell or taste.

How well does your family show your feelings?

Using the feelings faces sheet, act out 5 feelings and get the group to guess them.

Remember, all family members should act out the feelings!

How well does your family know the feelings scale?

Pick a feeling from the feelings faces sheet, act out what a little, a middle and a lot of that feeling looks like and get the group to guess.

Do this for 2 different feelings.



C



C



C



C

Kids might feel down on themselves after a trauma happens. They can lighten their heavy thoughts by remembering all the ways they're awesome!

Family, for the next 30 seconds, take turns telling each other how the members of your family are awesome!

Are these statements about trauma true or false?

T/F	Trauma is something that doesn't happen to many children.
T/F	When trauma happens, it is probably the child's fault.
T/F	Lots of children may have heavy thoughts, feelings and reactions after going through trauma.
T/F	People can tell just by looking at a child that they have gone through a trauma.
T/F	Heavy trauma-related thoughts, feelings and reactions will never get better for children.
T/F	Children and families can heal and grow stronger through counseling.

Using the Think-Feel-Do cones, help Essence choose helpful thoughts and behaviors to lighten her heavy memories and turn off her body alarm:

Essence is reading a book during free time in class and a trauma memory comes into her mind. Essence feels like she's right back in the trauma.

When we have heavy thoughts, feelings or memories, we can do something fun to feel better.

Family, for the next 30 seconds, take turns saying free fun things your family can do to relax together.



C



C



C



C

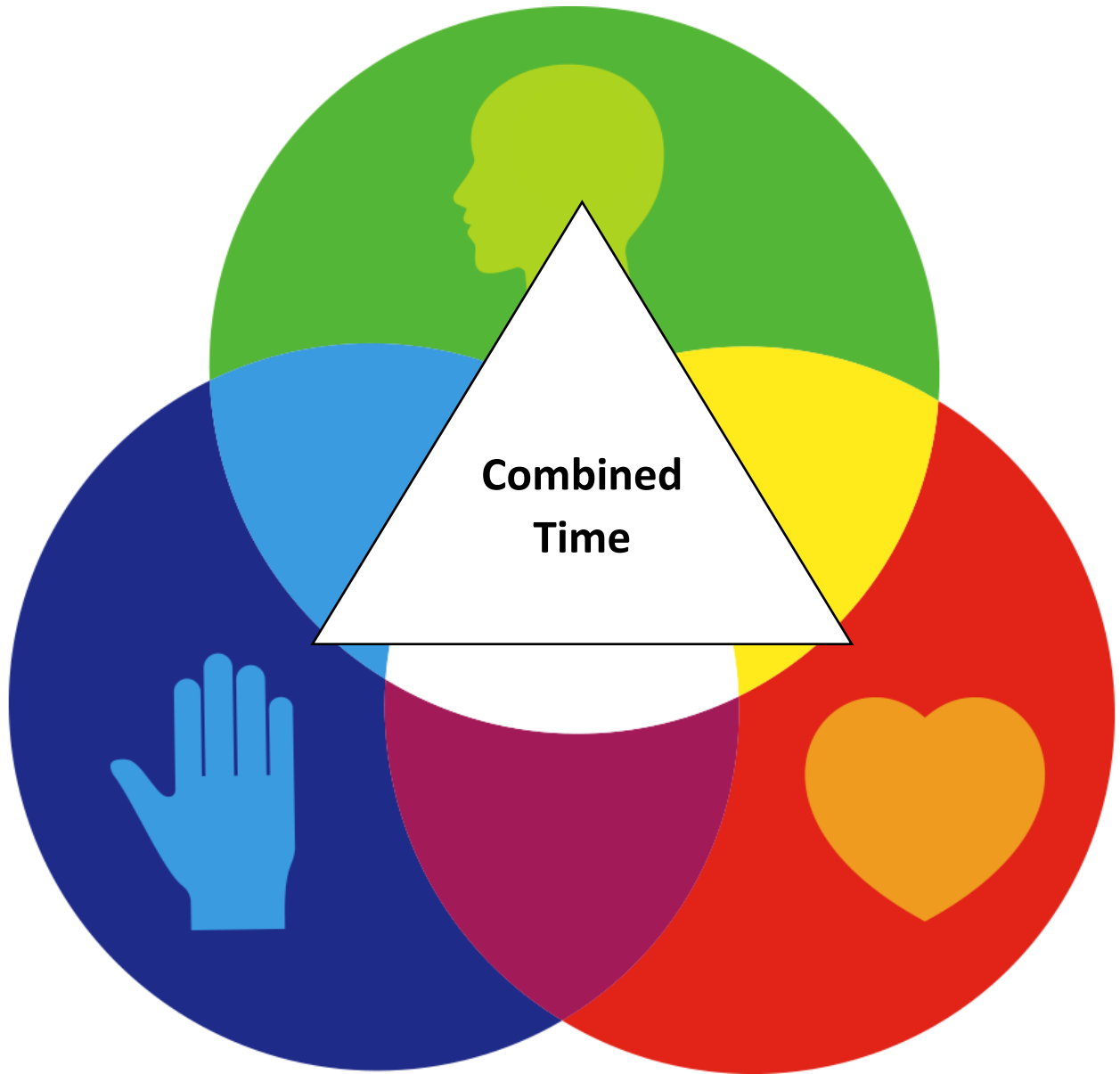
Counselor's Choice

Counselor's Choice

Counselor's Choice

Counselor's Choice

HEAD



HANDS

HEART

Combined Time Instructions

Your family has learned so much in counseling and now it's time to put it all together!

There are 3 types of questions in this Activity:

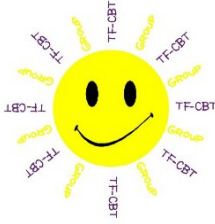
HEAD: What has *YOUR FAMILY* learned so far in counseling?

HEART: What does *YOUR FAMILY* know about feelings?

HANDS: How well does *YOUR FAMILY* know how thoughts, feelings and behaviors connect?

The goal for your family is to work together to earn HEAD, HEART, and HANDS Points.

Family members can help each other when needed!



Child Name: _____

Caregiver Signature: _____

Home Activity 4: Family Relaxation

	FAMILY MEMBER	WHAT I DID TO RELAX
Friday		
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		



TF-CBT Group Session 5: *Psychoeducation*

Rationale

This session will serve to help children learn more accurate information about types of childhood trauma and normalize their experiences. This session is also designed to increase the level and specificity of discussion about trauma in order to facilitate the gradual exposure process for children and caregivers.

Caregiver Objectives

1. Caregivers will learn normalizing facts on trauma types.
2. Caregivers will learn ways to communicate and support healthy beliefs about trauma
3. Caregivers will learn rationale for gradual exposure to trauma memories.
4. Caregivers will learn about the goals and process of gradual exposure.

Child Objectives

1. Children will learn facts about trauma types.
2. Children will engage in communication about trauma-related material with therapists and with caregivers.

Materials

Children's Group: Littles, Middles, & Bigs	
Children's folders	<i>Feelings Gauge</i> poster & <i>Feelings Faces</i> cutouts
<i>Group Rules</i> poster	Individual <i>Feelings Gauges</i> and <i>Faces</i> (one per child)
<i>Group Reward Chart</i> supplies	Markers/Crayons/Pencils
Tape/stick tack	What is Trauma handouts
Questions about Trauma Cards OR What Do You Know Cards	Trauma Type Title Pages (with stickers on them)
Blank paper pages for "Feel Better Messages"	Stickers (to newly place onto Trauma Type Title Pages)
Caregivers' Group	
Tape/sticky tack	Questions about Trauma Cards OR What Do You Know Cards
Pens/Pencils	Home Activity 5: Using My Feel Better Plan
Name tags	

Session 5 Children's Group – Littles, Middles, & Bigs

1.	Group Check-In	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Remind children of the group logistics <ul style="list-style-type: none"> ○ This is the fifth of 5 group sessions ○ The children's and caregivers' groups will come together at 6:30 for a combined activity. ○ Designate one child as today's special helper. ○ Invite special helper to assist in handing out snack. ○ During check-in, have children demonstrate their favorite relaxation technique. • Explain that this is the last time the group will meet together. Next week and for each session after that, each child will meet individually with one of their group therapists. The caregivers will meet together two more times. Then each family will meet individually with their therapist for the remainder of their sessions here. • Therapists may elect to review the child-therapist pairings at this time so that each child knows who their therapist will be for the remainder of treatment. 					
2.	Session Review	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Quickly review that children have learned and practiced several new skills. <ul style="list-style-type: none"> ○ Feeling words ○ How much of a feeling they are having ○ Ways to relax their bodies ○ How thinking-feeling-doing are connected ○ We can use skills to change our thoughts and feelings to feel better and make good choices 					
3.	What is Trauma?	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Explain the meaning of the word "trauma." <ul style="list-style-type: none"> ○ The word "trauma" is a word we use to call scary and upsetting things that children and adults can go through. ○ Every child in this group has gone through a trauma, but not all children have gone through the same type of trauma. • The below can be used to help children define different trauma types <ul style="list-style-type: none"> ○ Utilize the "What is Trauma?" handouts to identify different types of trauma. Share that we are going to talk about different types of traumas that can happen to children. ○ Descriptions that can be used for sensitive trauma types: <ul style="list-style-type: none"> ▪ Abuse: There are many different types of abuse: <ul style="list-style-type: none"> • Physical abuse: when a parent or another adult who is taking care of a child hurts or injures the child's body. It is against the law when an adult punishes a child and the child gets red marks, bruises, cuts, burns, broken bones, or hurt in another way when an adult physically abuses them. • Emotional Abuse: when a parent or another adult who is taking care of a child hurts the child's feelings over and over again by calling them bad names, saying bad things about the child, or threatens to hurt the child or others. • Sexual abuse (breaking private parts rules): when an adult or someone much older than a child touches or looks at a child's private parts or has the child touch or look at others' private parts. Private parts are the parts of a child's body that are covered by a swimsuit. Sexual abuse can also include behaviors like when an adult or someone much older than the child: talks about private parts, shows a child pictures or movies about private parts, takes pictures of a child's private parts, or makes a child do things with their own private parts or other's private parts. ▪ Neglect: when a parent or another adult doesn't do their job to make sure that their child has food, clean clothes, a safe home, adult supervision, or that their child sees a doctor to stay healthy or goes to school regularly. ▪ Family Fighting: when one adult in a family hurts another adult in the family. Hitting, biting, pushing, choking are all types of family fighting. This is also called domestic violence. It can be very scary for children to see adults hurting other adults in their home. 					

- Substance Abuse by a Family Member: When a parent or another adult in the family uses too much alcohol (like beer), uses more drugs than their doctor tells them to, or uses drugs that are against the law. When parents misuse drugs or alcohol, they may have trouble taking care of their children and keeping them safe.
- Moving to a new home: when kids have to move to a new home or leave their grown-ups or brothers and sisters.
- Losing a loved one: when someone you love leaves or dies
- Other trauma types:
 - When scary things happen with the weather
 - When scary things happen at school, in our community, or with other youth
 - When someone has a scary doctor/medical visit or surgery
 - Bullying
- As the group defines the different trauma types, use the “Questions about Trauma Cards” or What Do You Know Cards (available for purchase online) to further facilitate psychoeducation about trauma.

4.	Relaxation Break	Time	5 minutes	Lead Therapist	
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- Ask each group member to identify their current feeling(s) and level on the feelings gauge.
- Remind group members that they have learned different activities they can do to help lighten heavy feelings about trauma memories.
- Select a brief interactive activity for group members to engage in as a relaxation break.
- Re-check each member’s current feeling(s) and level on the feelings gauge.
- Praise group members’ success in reducing heavy trauma-related feelings.

5.	Identifying My Trauma	Time	15 minutes	Lead Therapist	
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- State that talking about trauma to safe people can help lighten heavy thoughts and feelings.
- Share that the next sessions with their individual therapists will give each child the opportunity to create their own story about light and heavy memories. The therapist and child will decide the best way for the child to share their story and which memories to share. They will also decide on which relaxers to use to lighten any heavy feelings that may come up when telling about heavy trauma memories.
- State that children will work with their therapist in later sessions to prepare to share parts of their story that they want to with their caregivers.
- Explain that the first step in preparing for creating their stories in the next sessions is to identify in today’s session which types of traumas each group member has experienced. No one will be asked to tell more in group about what happened.
- Show group members each of the trauma type posters (with stickers already present), pointing out and normalizing the number of children in past groups who have gone through each type of trauma. Attach the trauma type posters to the walls throughout the room. Then ask each group member to place a sticker on the poster of each trauma type that they have experienced in their life.
- Provide supporting and reinforcing statements as children identify their trauma types.
- Integrate feelings gauge checks throughout this activity and utilize relaxation breaks if children report or display heightened distress levels.

6.	Group Celebration	Time	15 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Discuss with the children that people are in our lives for different reasons and at different times. • State that group members have spent a lot of time together over the last five sessions, learning together, sharing thoughts, feelings and memories together, and having fun together. • Discuss that good-byes are a normal and natural part of life for everybody. • Identify that, after today's group, children and their caregiver(s) will come back to this building to attend family sessions with one of the group therapists. Some families may stay in touch after group. Some families may not see each other again. • Acknowledge that children can have lots of different feelings and thoughts when a group like this is ending. Some feelings and thoughts might be light and others might be heavy. • Solicit from the children their feelings and thoughts about this being the last group. • Distribute blank piece of paper to each child to create their "Feel Better Messages" page. Explain to the group that this page is for sharing messages with one another, and that everyone is encouraged to draw or write a special message to each group member. During the next treatment sessions, children may look back at this page to help them feel better if they start having heavy thoughts or feelings when working on their trauma stories with their individual therapists. They can look at this page whenever they want to have a happy memory from their time in group. • Allow time for the children to fill out these messages for each other. Therapists are also encouraged to include a message for their group members. 					
7.	Check Out	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Review behavior chart progress. • Prepare for the transition to the combined group. 					

Session 5 Caregivers' Group				
1.	Group Check-In	Time	5 minutes	Lead Therapist
<ul style="list-style-type: none"> • Welcome the caregivers to session 5. • Remind caregivers of the group logistics. <ul style="list-style-type: none"> ○ This is the fifth of 7 group sessions ○ The children's and caregivers' groups will come together in an hour for a combined activity. • Lead caregivers in relaxation exercise (e.g. calm breathing) 				
2.	Trauma Type Psychoeducation	Time	10 minutes	Lead Therapist
<ul style="list-style-type: none"> • Today's session with the children focuses on providing information on trauma. Through open discussion, we remove the stigma and shame that surrounds trauma. While not all information applies to everyone, there are common messages. • Orient caregivers to the "Questions about Trauma Cards" (or use What Do You Know Cards – available for purchase online), pulling out specific examples for types of trauma that make-up the group. • Prepare for this discussion to be brief. Provide caregivers with information on what their children are learning/discussing. Time in this session should be spent on prepping caregivers for trauma narrative. 				
3.	TN Preparation	Time	30 minutes	Lead Therapist
<ul style="list-style-type: none"> • Introduce TN component goals: <ul style="list-style-type: none"> ○ In group sessions thus far, children have learned and practiced new skills to identify and manage distress better; however, an important next step is to reduce distress related to trauma memories ("take the heat out"). ○ Through telling their story, children will reduce their fear related to the memory and develop a healthy understanding of the trauma. • Inquire with caregivers their thoughts and feelings related to their child telling their story. • Provide information on rationale and process of TN. <ul style="list-style-type: none"> ○ Use metaphor of repeated watching of a scary movie to explain the reduction in anxiety through repeated exposure (or other metaphor as suited for the group). ○ Explain the therapist will guide child through memory so it is done in a safe way. (e.g., It is like the therapist is holding the remote, so if the child became overwhelmed, the therapist could pause and aid child in using relaxer to calm, before returning to memory). ○ Reinforce that the skills the child has mastered has earned them the right to face this memory and that the therapists will be right there with them, if needed to support coping. • Inform that most children handle this part of treatment well; however, we will plan for possibility of increased distress. <ul style="list-style-type: none"> ○ If child experiences increased memories during next few weeks or is more irritable, what skills will caregivers aid child in using? ○ Predict that some children may experience anxiety or avoidance prior to next week's session (and adults may feel it too!). Emphasize that this is normal/expected, but that we are confident families are prepared. • Discuss boundaries regarding sharing trauma events. <ul style="list-style-type: none"> ○ Children will not be sharing details with each other. ○ At this point, we request that all trauma work be done in group sessions and kids go back to the business of being kids at home. 				

4.	Combined Group Preparation	Time	10 minutes	Lead Therapist	
<ul style="list-style-type: none"> • In children’s group, they learned key trauma-related facts: they aren’t alone, it wasn’t their fault, lots of kids don’t tell, and there are lots of changes after trauma—causing lots of mixed feelings. • While it is helpful to hear this from therapists, it is most important for children to hear their caregivers support these healthy messages. • This combined activity will be a fun way for caregivers and children to talk about what they learned together, showing that it is okay to talk about and allow their caregivers to support them. • A talk show style game on the Facts of Trauma will be facilitated by a therapist. Caregivers and children will engage in question-answer talk show. Don’t worry, if you forgot a specific fact, we will be there to help you out! 					
5.	Homework Preparation	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Handout Homework E: Using My Feel Better Plan • Encourage children to use their learned coping skills to help lighten thoughts and feelings associated with their trauma. 					

Session 5 Combined Group					
1.	Session Review	Time	5 min	Lead Therapist	
<ul style="list-style-type: none"> Children are asked to share with their caregivers what they did in today's session. 					
2.	Combined Psychoeducation Activity	Time	20 min	Lead Therapist	
<ul style="list-style-type: none"> Children and caregivers participate in question/answer game show on topic of child trauma using the "Questions about Trauma Cards" (Combined Group). What Do you Know Cards could also be used for this activity. Therapists facilitate and provide support as needed. Family units should work together and remain on the same team during this activity. Coach caregivers in utilizing labeled praising and other techniques they have learned throughout group. Conduct feelings checks with group at a few time points and encourage use of a relaxation skill as needed. 					
3.	Home Activity Introduction	Time	2 min	Lead Therapist	
<ul style="list-style-type: none"> Share that some children and grownups who have been through a trauma will have heavy feelings and thoughts about what happened. State that when that happens to you, then you can use the coping skills learned in the group to help you lighten your thoughts and feelings. For this week's home activity, if you find yourself thinking about the scary or upsetting things that you have been through, choose a relaxer to practice. Then rate your feeling after to see if the feeling has come down. You might ask your caregiver to practice with you to help. 					
4.	Check Out	Time	3 min	Lead Therapist	
<ul style="list-style-type: none"> Complete the homework prize drawing and award the prize to the winning child. Review behavior chart progress and praise children who earned today's reward. Hand out the prize as families leave the session. Therapists will follow up with caregivers, as needed. 					

Abuse

Physical: When a grown-up hurts a youth's body.

Verbal: When a group-up hurts a youth with their words.



Sexual: When a person looks at or touches a youth's private body parts or makes them look at or touch another's private body parts.



Neglect

When a youth doesn't have food, clothes, a safe place to live, medical care, supervision, schooling, or the love and support they need.



Family Fighting

When grown-ups in the family hurt each other through their words or behaviors.



Moving to a New Home

When kids have to move to a new home or leave their grown-ups or brothers and sisters.



Substance Abuse by a Family Member

When an adult in the family uses too much alcohol (like beer), uses more drugs than their doctor tells them to, or uses drugs that are against the law.



Losing a Loved One

When someone you love leaves or dies.

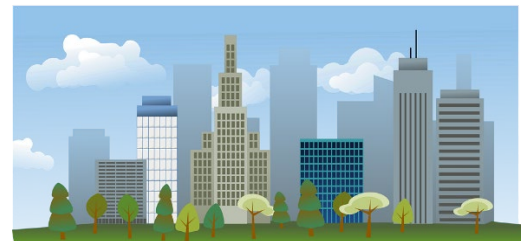
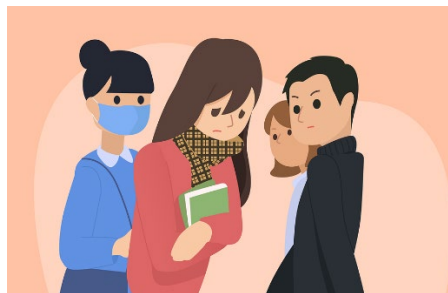


Other Traumas

When scary things happen with the weather.



When scary things happen at school, in our community, or with our peers.



When someone has a scary doctor visit or surgery.





Abuse





Neglect



Family Fighting



Moving to a New Home

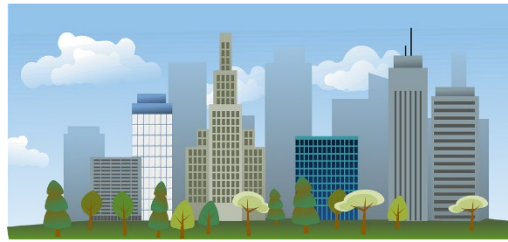
Substance Abuse by a Family Member





Losing a Loved One

Other Traumas



Questions about Trauma Cards – Littles, Middles, and Bigs Groups

Moving Homes

How do youth feel when they can't live with their parents?

Confused, sad, worried, angry, lonely

Loss of a Loved One

What are some reasons that a youth may not be able to live with a parent?

Parents may be separated or divorced, a parent may have trouble taking good care of their child's needs, a parent may have died

Loss of a Loved One

How do people feel when a loved one dies?

May feel sad that they won't see their loved one again; May feel lonely; May feel mad that their loved one died; May be confused about why their loved one died; May feel worried about the health or safety of other loved ones

Emotional and Physical Abuse

What are some ways that an adult might hurt a youth using their words or actions?

Calling the youth hurtful names; Hitting or slapping; Using hurtful punishments or consequences

Sexual Abuse

How many youth experience sexual abuse before age 18?

1 in 4 or 5 girls
1 in 6 or 7 boys

Sexual Abuse

True or False: Youth are usually abuse by strangers.

False: Youth are most often abused by someone they know, like a relative or family member.

Sexual Abuse

Do most youth immediately tell an adult after being abused?

No. Most youth don't tell right away after abuse happens. There are lots of reasons for this, like: Fear that they or the other person may get in trouble; Worry that no one will believe it happened; The other person may have threatened that something bad might happen if the youth tells. It's a brave thing for a youth to tell at all!

Neglect

What are some ways a parent may not take care of their child's needs?

Not giving their child enough food; Having an unsafe home; Not taking care of their child's medical needs; Not making sure their child gets an education; Not providing their child with love

Family Fighting

True or False: Family fighting (domestic violence) is something that happens in lots of families.

True. Up to 1 in 9 youth live in a family where domestic violence happens.

Family Member Drug or Alcohol Abuse

How might a youth feel if their parent is abusing alcohol or drugs?

Worried about their parent's health; Sad that their parent isn't the same as they used to be before they started abusing drugs or alcohol; Confused about what is happening to their parent; Angry that their parent isn't caring for them as well as they were before starting to use drugs and alcohol.

Bullying

What are some ways someone might be bullied?

Hurtful teasing; Name calling; Physically threatening or hurting; Peer pressuring the youth to do something they don't want to do

Bullying

What is Cyber Bullying? How many youth experience cyberbullying?

Cyberbullying is bullying that takes place online.

Around 1 in 7 youth experience cyberbullying.

Questions about Trauma Cards – Combined Group

Moving Homes

When family members live apart, they may miss talking to and seeing each other.

What are 3 ways family members who live apart can still feel close to each other when they can't see or talk to each other?

Other: Weather

After someone has gone through a tornado, reminders of that day can feel scary and make the person worry that another tornado will happen.

Name 3 things that might remind someone of a tornado.

What can a family do to feel safer and more prepared for future bad weather?

Abuse

It can be tough for youth to talk in counseling about having been physically, emotionally, or sexually abused.

Caregivers, can you share how proud you are of youth in this group for talking in counseling about difficult trauma memories?

Family Member Drug or Alcohol Abuse

Alcohol and drug abuse affects many families. 1 in how many families have a family member who has struggled with alcohol or drugs?

1 in 5; Treatment can help family members recover from drug or alcohol abuse!

Neglect

After youth have gone through times when they didn't have enough food or other things they needed, they may still sometimes worry if it will happen again.

How could a caregiver help their child feel safer when they have these worries?

Family Fighting

When a youth has experienced family fighting (or domestic violence), their body alarm system may go off when they're reminded of these memories.

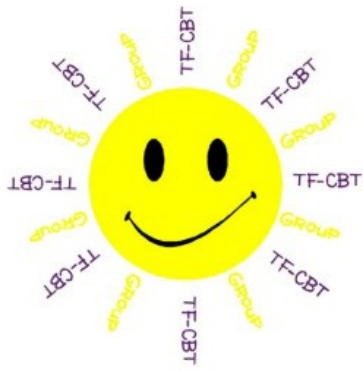
Name 3 examples of things that could remind a youth of family fighting.

How could a youth let their caregiver or a trusted adult know when their body alarm system is going off inside? How could that adult help?

Loss of a Loved One

When a loved one dies, family members can feel especially sad around the loved one's birthday or on special holidays.

What are 3 ways families can remember their loved one in a good way during these special times?



Child Name: _____

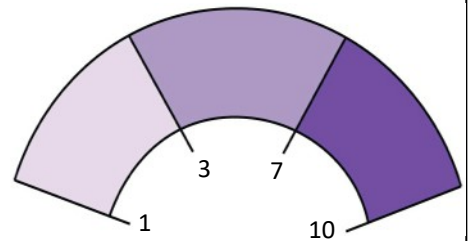
Caregiver Signature: _____

Home Activity 5: Using My Feel Better Plan

Some people who have been through a trauma will have heavy feelings and thoughts about what happened. When that happens to you, then you can use the coping skills learned in the group to help you lighten your thoughts and feelings.

Write about a time this week when you had a heavy thought or feeling about your trauma.

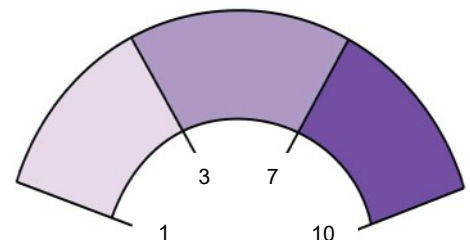
Make a mark on the Feelings Gauge to show how strong your feeling was.



Write which coping skill you used to help lighten your thought or feeling.

What was your feeling after using your coping skill?

How strong was it?





TF-CBT Group Session 6: *Conjoint Preparation*

Rationale

This session will serve to prepare caregivers for gradual exposure through providing the rationale and explanation of the GE process and engaging the child in planning for their individual exposure work. Activities are designed to create a plan for gradual exposure to ensure this work is completed in a safe and effective way.

Caregiver Objectives

1. Caregivers will share their expectations, thoughts and feelings about hearing their child's trauma narrative.
2. Caregivers will continue to apply cognitive triangle to any unbalanced thoughts regarding their child's trauma.

Materials

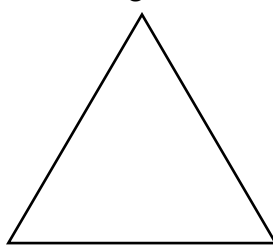
- Caregiver Thoughts Related to Child's Trauma History
- Test of Two
- Think-Feel-Do Connection

Session 6 Caregivers' Group				
1.	Group Check-In	Time	5 minutes	Lead Therapist
<ul style="list-style-type: none"> • Welcome the caregivers to session 6. • Remind caregivers of the group logistics. <ul style="list-style-type: none"> ○ This is the sixth of 7 caregiver groups sessions ○ There will be no more combined time as children are no longer meeting in a group setting. • Complete check-in. Consider having caregiver report on a positive behavior from the week and something that was challenging 				
2.	Homework Review	Time	5 minutes	Lead Therapist
<ul style="list-style-type: none"> • Review Homework 5: Using My Feel Better Plan <ul style="list-style-type: none"> ○ Ask about and praise any successes. ○ Ask about challenges in ongoing coping skills practice/use and problem-solve with caregivers 				
3.	TN Conjoint Preparation	Time	50 minutes	Lead Therapist
<ul style="list-style-type: none"> • Inform caregivers that over next few weeks, children are engaged in “telling their story” with a therapist; however, the ultimate goal is for children to share this with caregivers. • Acknowledge that this process can be difficult for caregivers and our goal is to prepare caregivers and provide support needed. • State that their child’s telling of events will be shared with caregiver by therapist individually, prior to child- caregiver sharing. This varies family to family, as caregivers have differing amounts of information; however, even if caregivers know details, hearing this from their child from their therapeutic work can be a new and different experience. • Inquire what expectations caregivers have regarding their own reactions to hearing their child’s stories. • Normalize feelings of sadness, regret, or anger related to their child experiencing a trauma and the goal of treatment is not to erase those feelings. • State that sometimes caregivers have thoughts or beliefs that lead to particularly heavy feelings. (Such as, “I should have known/done something to prevent” or “My child will never be the same” or even “My child must have done something to cause it”). • Remind caregivers of the think-feel-do connection and that paying attention to their own thoughts/beliefs on effects of trauma is important because it can impact their relationship with their child. • Review Handout “Think-Feel-Do Connection”. • Review example to explain testing accuracy and helpfulness of thoughts. (if appropriate, may walk through with a group member thought from discussion) For ex. Thought: My child has so many problems from the past, Nothing I do helps → Feeling: Helpless; Overwhelmed → Do: Hands off parenting • Ask caregivers to identify/share own thoughts that may be inaccurate/unhelpful. Ask group members to help in generating alternate, healthier thoughts. • Reinforce that thoughts are automatic and original, negative thought will pop back up. Takes conscious effort to replace with healthy thoughts. 				

What is a thought you have had about yourself related to your child's trauma?

Original thought: _____

Feeling: _____

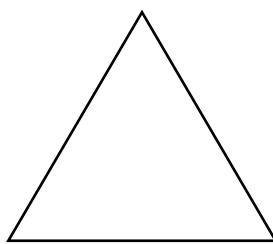


Thought (above)

Behavior: _____

More helpful and balanced thought: _____

Feeling: _____



Thought (above)

Behavior: _____



The Think-Feel-Do Connection



I Think:



I Feel:

The Test of Two:
Is my thought accurate?
Is my thought helpful?

New Thought:



I Feel:



TF-CBT Group Session 7: *Rules, Rewards, Consequences*

Rationale

This session will serve to continue to prepare caregivers for conjoint sharing of their child's trauma narrative. Caregivers will also learn additional behavior management strategies.

Caregiver Objectives

1. Caregivers will learn ways to encourage positive child behaviors, specifically through developmentally appropriate rules and effective consequences and rewards.

Materials

- Behavior Charts and How-Tos
- Labeled Praise Handout
- Responding to Child Behavior
- Rewards and Consequences Menu
- Rewards and Consequences Planning

Session 7		Caregivers' Group			
1.	Group Check-In	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Welcome the caregivers to session 7. • Remind caregivers of the group logistics. <ul style="list-style-type: none"> ○ This is the seventh and final caregiver group session ○ Remind caregivers that there will be no combined group. ○ Caregivers will join their children in individual/family sessions next week. ○ Review contact therapist assignments as needed. 					
2.	TN Conjoint Preparation	Time	15 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Remind caregivers of children's work with their therapists on "telling their story." • Reiterate the importance of supporting children between sessions, coaching their use of their coping skills and redirecting challenging behaviors. • Complete a brief check-in related to caregivers' continued thoughts and feelings regarding gradual exposure. Consider checking in with caregivers regarding their child's behavior since beginning this phase of therapy. 					
3.	Rules, Rewards, Consequences	Time	40 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Ensure families have all necessary handouts • Provide an overview on the impact of caregiver response on child behavior <ul style="list-style-type: none"> ○ Caregivers have 3 basic choices in how to respond to a child's behavior: Reward it, Ignore it, or Punish it. The goal is to optimize use of these through plan-full responding. ○ Taking time to plan responding is so important as "Heat of the Moment" approaches can backfire. For example, who has witnessed a parent (or done it themselves!) get onto a child only to result in the child doing the behavior more? ○ Effective rewards – Desirable; Explicit; Contingent on behavior; Change/Vary ○ Ignoring – Only use with behaviors you want to decrease that are not harmful to the child or others; Expect a burst in misbehavior as the child attempts to test the parent's ability to continue ignoring; Consistency is the key to effective planned ignoring. ○ Punishment – Only use when rewards and praise are in place; Punishment is immediate & Short-term; Undesirable • Guide caregivers through creating a child behavior plan. <ul style="list-style-type: none"> ○ State rule explicitly. (Exactly what will they see to know their child is following the rule?) ○ What is the reward for following the rule? (Provide immediate praise if there is a delayed reward) ○ What is the consequence for breaking the rule? ○ Plan for introducing the behavior plan to their child (Role play this conversation with a caregiver) • Inform that expectations, rewards, & consequences change as their child grows. While time-out is a great consequence for young children, removing privileges works better for older children. • Time frame is key! • Immediate labeled praise is the best tool caregivers have. 					

RESPONDING TO CHILD BEHAVIOR

Parents can use three types of responses to improve their child's behavior:

Rewarding, Ignoring, and Punishing

Tips on when and how to use each technique are provided below.

Reward (aka Reinforcement)

- The general rule is that **any behavior that is rewarded will increase**. For example, if you tell your child, "I love how you're sharing with your brother," your child will share more often with his/her brother.
- Rewards are the **most effective** way to change a child's behavior! Use of either of the other two methods (ignoring or punishment) **MUST** also involve rewarding the child or they will not work.
- As a parent, your job is to "Catch your child being good." When your child's negative behavior is taking all of your attention, take time to sit down and come up with the opposite of the negative behavior that you can reward. For example, if your child is always yelling in the house, provide a reward for the opposite - talking in a calm, inside voice.
- A reward can be anything that is positive and desired by your child. Often the best reward is your attention and praise. Rewards can be extra privileges (e.g., staying up late one night), extra time with a parent (e.g., one on one play time with mom), or other fun activities.
- Rewards need to change every few weeks so that children do not lose interest. For example, after getting your favorite dessert every day for a week, it's not quite as desirable anymore!
- Rewards must be dependent on the child showing the target behavior. If a movie is a reward for a week of room cleaning, the child must complete the chore each day to earn the movie night. If the child doesn't complete the chore but still gets to go, room cleaning is not reinforced and the reward loses its value.
- **Praise is often the best reward.** "Labeled praise" is verbally letting the child know exactly what they did that you liked, such as "I am so proud of you for staying in your seat at the dinner table" or "You did a great job staying calm when your sister got to play the video game first."

Ignore (aka Selective Attention)

- Kids do things like rolling eyes, arguing, having temper tantrums, and whining to get their way. These undesirable behaviors will often decrease or go away completely if ignored. By engaging with kids (such as arguing back) when they do these behaviors, you are giving attention (which is what they want) and keeps the behaviors going.
- Ignoring should only be used for behaviors that are not physically harmful to the child, others, or property. If a behavior is harmful, you must immediately address it!
- You must ignore 100% by your actions and words. When ignoring the negative behavior, make no response to the child. No more warnings, comforting, scolding, laughing, reminding, etc. or it's back to square one.
- It can be helpful to direct your attention elsewhere and wait for the child to return to you in an appropriate manner. For example, if you are engaged in a game with your child and he or she begins throwing a temper tantrum, return to playing with the toys and wait for the child to return. When they do, give a lot of praise for their appropriate behaviors (I'm so glad you came back to sit at the table and play with me.)
- When you first ignore a behavior (such as whining), you can expect the child to "up the volume" at first. If you continue ignoring and do not give in to the child's attempts to get your attention, they will stop the behavior...although they may test you a few more times! However, if you do respond to the child at this louder volume, you've just taught them that, if they whine loud enough, you will give in---not what you want them to do!

Punishment

- Punishment is any disliked, unwanted consequence given to a child (e.g., extra housework) or positive privilege taken away (e.g., videogames) in order to decrease the child's negative behavior.
- Punishment is best used for behaviors that cannot be ignored (e.g., harm to others) or the more frequent and severe behavior problems that a child shows. Hitting a sibling, for example, is a harmful behavior that should not be ignored.

- Punishment must ALWAYS be paired with rewards for positive or appropriate behavior. If there is not an equal balance with praise, punishment won't work.
- Avoid banning pro-social activities (e.g., involvement in boy scouts, sports or band). Do remove privileges such as a trip to the movie, videogame time, or internet use.
- Punishment is most effective when it is:
 - ✓ Consistent
 - The same consequence should be given every time the rule is broken. If a child *sometimes* gets away with the behavior, they will learn to try their luck.
 - ✓ Immediate
 - Punishment should be given as soon after the misbehavior as possible.
 - For example, placing a child immediately in time-out after they hit a sibling is more effective than having them wait until another parent comes home for a lecture.
 - ✓ Strongly disliked
 - It must be something that the child really, really wants to avoid. The punishment needs to be something that the child will choose to avoid in the future by following your rules.
 - If a child is grounded from TV, but can still play with friends or play videogames, then he or she may not even notice that they're grounded...and then it isn't going to work as a punishment.
 - ✓ Short-term
 - The child needs to soon have another chance to earn privileges by showing good behavior.
 - Usually several hours to two days is long enough for punishment, and this depends on the child's age and severity of the offense.
 - Avoid punishing a child for long periods because this decreases motivation to do good, and the child may forget what they were even grounded for in the first place!

BEHAVIOR CHARTS

- Start with only one behavior and goal.
 - Select one target behavior that is most distressing to the caregiver (e.g., if a child is arguing often and hitting others, hitting would be chosen as a target behavior as it is more harmful).
- Be specific and descript!!
 - Clearly identify the target behavior and goal. “Be good this week and you’ll get a prize” is too vague for a child.
- Set a realistic goal -- Start low and raise the bar.
 - The first week’s goal should be either where the child is at currently or slightly improved. We want them to learn the system and see success early on. Don’t set the child up for failure by setting the goal to high.
 - For a child who is hitting almost every day, set the first week’s goal as 1-2 days with no hitting.
- Explain the behavior chart plan to child.
 - This can be done in session with the family.
 - Keep a positive focus: “We want to work as a family to help you (not hit). We know there are lots of times when you play nicely and don’t hit others, so we want to reward you for those times. You’ll get a sticker for each day you go without hitting. When you earn 7 stickers, you get (to pick a movie to rent on Friday). We are so excited because we know you can do this!”
- Let the child help choose rewards.
 - Rewards should have minimal cost. Examples:
 - Extra TV/computer/video game time
 - Choosing what’s for dinner
 - Book/game time with a parent
 - Staying up 20 extra minutes
 - Helping cook dinner
- Change rewards frequently.
 - One way to do this is to come up with several rewards and place them in a ‘grab bag’ from which the child gets to choose.
- Add stars daily and give rewards weekly.
 - Give attention throughout the week for the child’s progress. Post the chart where the child can see it. Make a big deal of awarding the stickers each day.
 - For times that a child does NOT earn a sticker, refocus on earning the next one. “I’m sad that you chose to hit and didn’t earn a sticker, but I bet this afternoon you can earn a sticker. You need 3 more this week to get the prize!”

_____ 's REWARD CHART

Date: _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning							
Evening							

Goal: _____

Reward: _____

_____ 's CHART

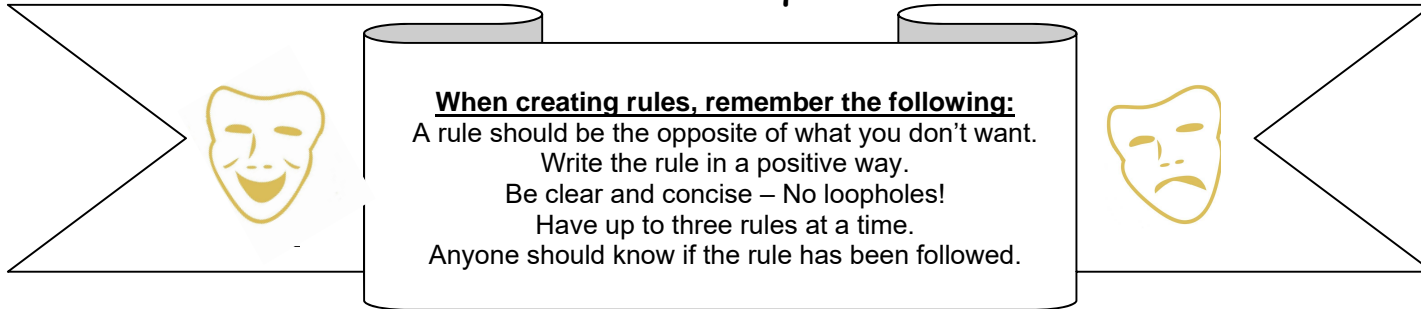
<u> </u> WILL:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

REWARD

=

STICKERS/STARS

Rewards and Consequences Menu



When creating rules, remember the following:
 A rule should be the opposite of what you don't want.
 Write the rule in a positive way.
 Be clear and concise – No loopholes!
 Have up to three rules at a time.
 Anyone should know if the rule has been followed.

Rewards are Optional Privileges

Verbal praise should always be given genuinely and enthusiastically!

1. Additional one-on-one time with significant adult
2. Increased allowance/money
3. Extended curfew
4. Extended bedtime
5. Going to do something special (e.g., movie, park, mall, etc.)
6. Getting to choose what's for dinner
7. Allowing friends over for longer periods of time/sleepovers
8. Buying youth something s/he wants
9. Pardon on chores for one day
10. Extending time on phone, computer, television, game system, etc.
11. Playing a game with youth/engaging in activity decided on by youth
12. Sleeping later than usual on weekends/holidays
13. Choosing what to watch on television
14. Cooking the child his/her favorite dinner
15. Renting a movie
16. _____
17. _____
18. _____
19. _____

Consequences are Chosen from Optional Privileges

Consequences are given when you are calm.

1. Removing gaming systems (e.g., Nintendo, Play Station, Game Cube, etc.)
2. Withholding allowances/money
3. Removing music
4. Removing movies/television
5. Reducing phone privileges
6. Earlier curfew
7. Earlier bedtime
8. No friends over
9. Not being allowed outside (grounding)
10. Removing computer
11. Additional chores (e.g., cleaning, yard work, etc.)
12. Writing rules over and over again
13. Writing an essay related to reason for consequence
14. Additional school time and/or work
15. Time out
16. _____
17. _____
18. _____
19. _____

Behavior Management Planning Worksheet

1. What is the problem behavior?



2. What is the opposite of the problem behavior?



3. Write the rule positively using the answer from #2.



4. What reward will the child get if the rule is followed?



5. What consequence will the child get if the rule is not followed?



- | | | |
|---|------------------------------|-----------------------------|
| Is the rule enforceable 100% of the time? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Is what you want the child to do stated very clearly? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Is the rule specific? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Are there any loopholes? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

*If you answered "no" to any of the above questions,
then rewrite the rule so you can answer "yes" to these questions.*