
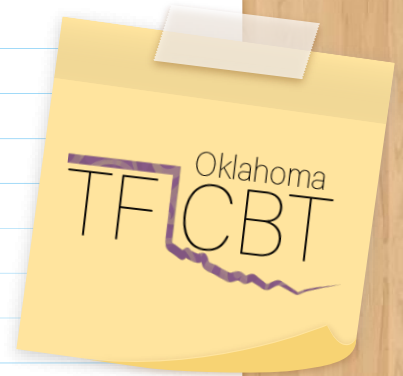


Group-Based TF-CBT



OUHSC Child Trauma
Services Program




Ready to Zoom?

- ✓ Please rename yourself with your name, site, and pronouns if you'd like:
"Susan Schmidt/OUHSC/she/her"
- ✓ Please mute yourself to minimize background noise.
- ✓ Please keep your cameras on so we can see your lovely faces. 😊
- ✓ Questions can go in the chat feature or you can unmute yourself to ask.
- ✓ If you have to leave the screen, let us know in the chat box with a "BRB" and let us know when you get back.
- ✓ If you sign out of Zoom, please rename yourself when you sign back in.

Our Training Team


Elizabeth Risch, Ph.D.

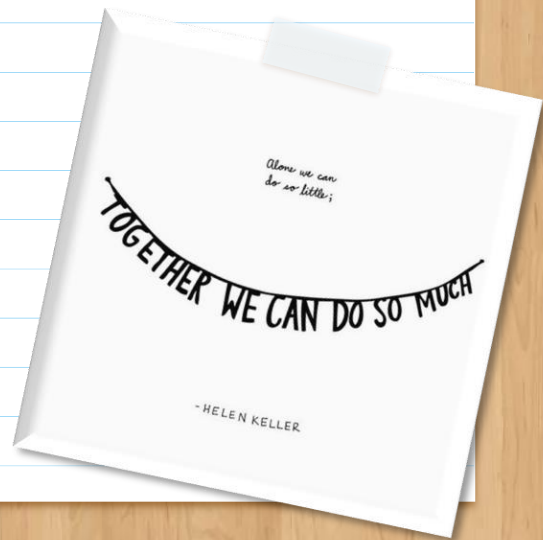
Susan Schmidt, Ph.D.

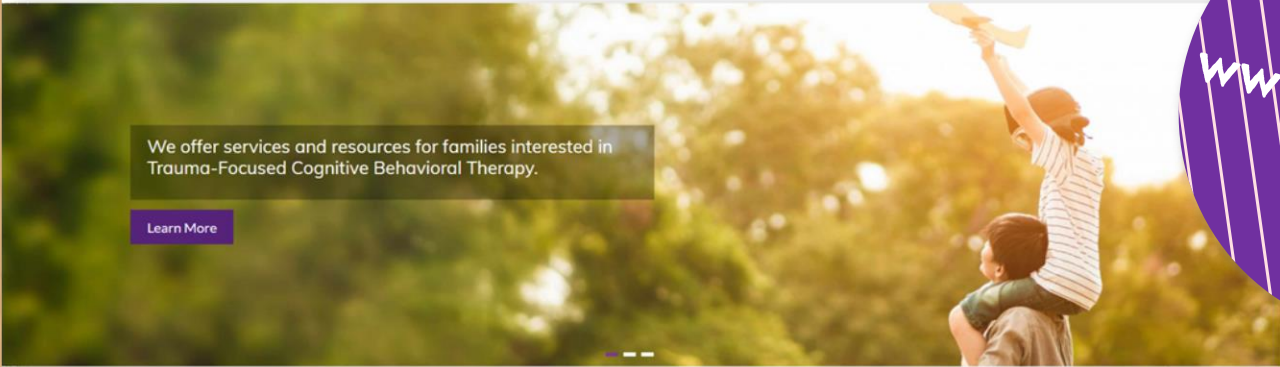
 Amanda Mitten, M.A.

Natalie Gallo, M.Ed.

Ashley Galsky, Ph.D.

 Kate Theimer, Ph.D.





We offer services and resources for families interested in Trauma-Focused Cognitive Behavioral Therapy.

[Learn More](#)



Welcome to Oklahoma TF-CBT

Here you will find information and resources for families considering Trauma-Focused Cognitive-Behavioral Therapy, professionals interested in learning about TF-CBT treatment, and TF-CBT therapists implementing the model within our state.



RESOURCES

Professionals will find a vast collection of downloadable therapy resources.

[Learn More](#)



TRAINING

We offer a variety of introductory and advanced level TF-CBT training for clinical professionals.

[Learn More](#)



MAP

Families and professionals can locate trained TF-CBT providers on our interactive map.

[Learn More](#)

TRAINING TABLE OF CONTENTS



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INTRODUCTION

Why
Group
TF-CBT?



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PREPARATION

Nuts & Bolts of
Running TF-CBT
Group



03

GROUP CURRICULUM

Session-by-Session
Curriculum
Review

01

INTRODUCTION

Group
TF-CBT:
WHY &
WHY NOT?

LET'S ROOT
FOR EACH-
OTHER AND
WATCH EACH-
OTHER GROW.

Benefits of TF-CBT Group

Logistical:

- ✓ Reduce waitlist time
- ✓ Increased fidelity to model because standardized curriculum for all
- ✓ Predictable scheduling for providers

Benefits of TF-CBT Group

Training:

- ✓ Pairing new TF-CBT learner with experienced provider allows for modeling of skills
- ✓ Learn to trust the process when delivered in standard format
- ✓ It's fun! Providers LOVE group!

Benefits of TF-CBT Group

Clinical:

- ✓ Normalizes family experiences
- ✓ Caregivers receive peer support and validation in experiences
- ✓ Effectively addresses avoidance
- ✓ Promotes healing within the family unit

Benefits of TF-CBT Group

Engagement:

- ✓ May allow agency to provide resources to overcome barriers to attendance (e.g. childcare, meals)
- ✓ Predictable scheduling
 - ❖ Few/No provider related cancellations
 - ❖ Allows family unit all to be seen simultaneously
- ✓ Peer support & child enjoyment
- ✓ Group reduces stigma of “therapy”



TF-CBT Group Outcomes

- Limited studies of TF-CBT group outcomes.
- Studies focused on CAC and international applications.
- Effective in:
 - ✓ Reducing posttraumatic stress, depression, disruptive behaviors
 - ✓ Increasing prosocial behaviors

**Cognitive Behavioral Groups for Nonoffending Mothers and their Young Sexually Abused Children:
A Preliminary Treatment Outcome Study**

Lori B. Stauffer and Esther Deblinger
Child Maltreat 1996 1: 65
DOI: 10.1177/1077559596001001007

**Comparative Efficacies of Supportive and Cognitive Behavioral Group Therapies for Young Children
Who have been Sexually Abused and their Nonoffending Mothers**

Esther Deblinger, Lori B. Stauffer and Robert A. Steer
Child Maltreat 2001 6: 332
DOI: 10.1177/1077559501006004006

Journal of Child Psychology and Psychiatry 54:11 (2013), pp 1231–1241

doi:10.1111/jcpp.12094

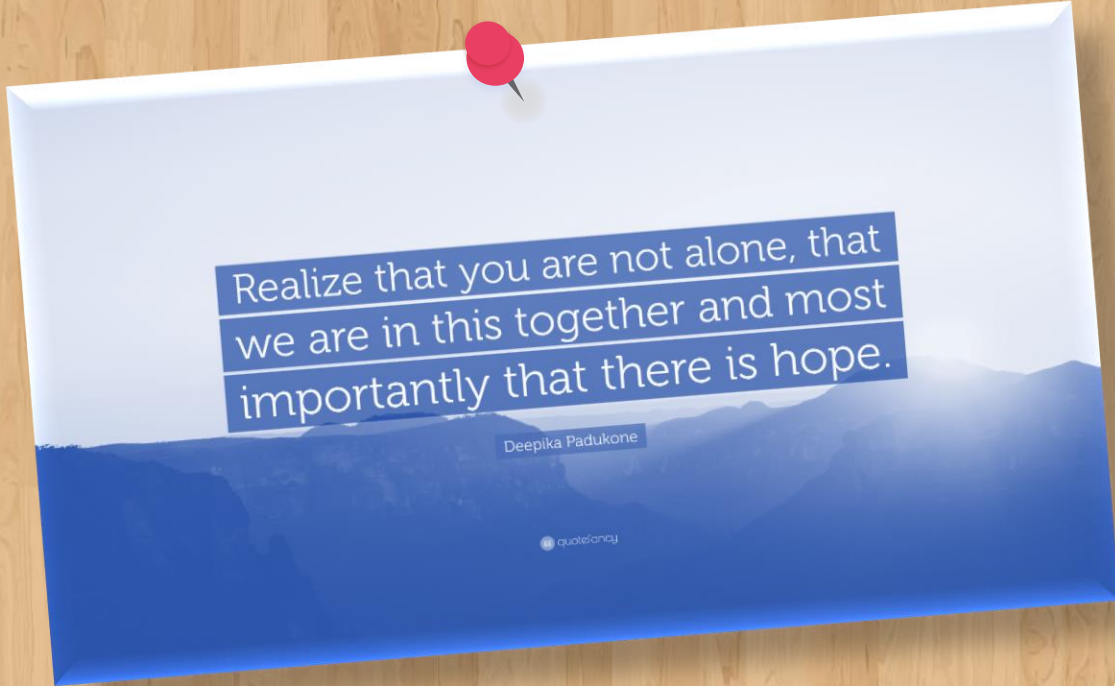
**Group trauma-focused cognitive-behavioural therapy
with former child soldiers and other war-affected
boys in the DR Congo: a randomised controlled trial**

John McMullen,¹ Paul O'Callaghan,¹ Ciaran Shannon,² Alastair Black,³ and John Eakin¹

¹Doctorate in Educational, Child and Adolescent Psychology, Queens University, Belfast, UK; ²Doctorate in Clinical Psychology Queens University, Belfast, UK; ³Futures (NI) Belfast, Northern Ireland, UK

**Treating Maladaptive Grief and Posttraumatic Stress Symptoms in
Orphaned Children in Tanzania: Group-Based Trauma-Focused
Cognitive–Behavioral Therapy**

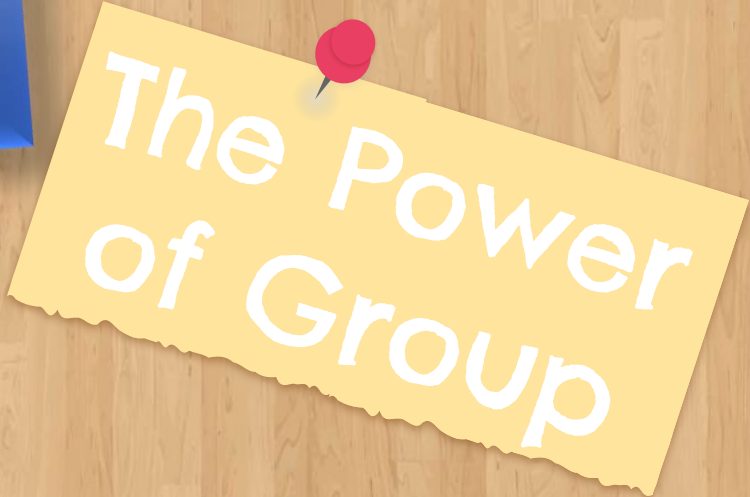
Karen O'Donnell,^{1,2} Shannon Dorsey,³ Wenfeng Gong,⁴ Jan Ostermann,¹ Rachel Whetten,¹
Judith A. Cohen,⁵ Dafrosa Itemba,⁶ Rachel Manongi,⁷ and Kathryn Whetten¹



Realize that you are not alone, that
we are in this together and most
importantly that there is hope.

Deepika Padukone

quote fancy



The Power
of Group

Challenges & Needs

- Room space
- Clinician availability
- Number of kids in similar developmental age for grouping
- Logistical planning for combined (family) time
- Assignment of point of contact therapist for each family
- Limiting exposure to others' trauma stories

Challenges & Needs

- **Plan for missed sessions**
- **Admin help for prepping:**
 - ✓ **Supplies**
 - ✓ **Room Set-Up**
 - ✓ **Handouts**
 - ✓ **Homework folders**
- **Childcare for siblings not in group**
- **Virtual delivery**
- **Managing child misbehavior & dysregulation**

Inclusion Criteria

- Some PTS symptoms, but not necessarily full PTSD
- Ages 3 – 17
 - Members are ‘grouped’ by age/developmental level
 - (*Our curriculum is geared for youth ages 5-12, with some considerations for younger/older children.)
- Must have caregiver to attend
- For children with behavior problems, are they responsive to structure, reinforcement, redirection?
- Exclusion or in need of adjunct treatment:
 - Similar to TF-CBT: Active suicidality; psychosis
 - Family members who cannot be in group together (e.g., contentious divorce)

TF-CBT Fidelity

Time: 12-24 sessions

Parenting Skills

Gradual Exposure

Psychoeducation
Relaxation
Affective
Modulation
Cognitive Coping

Trauma Narration
and Processing

In vivo
Conjoint sessions
Enhancing safety

Stabilization
Phase

1/3
4-8
sessions

Trauma
Narrative
Phase

1/3
4-8
sessions

Integration/
Consolidation
Phase

1/3
4-8
sessions

ACTIVITY

- Name the PRACTICE component
- Put the components in order

*The Finest Ingredients...
Combined in the Right Order...
At the Right Time*



TF-CBT Group Adaptations

- Balance benefits of group processing with individualized time for trauma narration.
- Close-ended model (~12 sessions)
 - ✓ Child/Caregiver meet separately with therapist for trauma narration & conjoint (session 7 – 10)
 - ✓ See Deblinger et al. 2016 article
- Hybrid group/family model
 - ✓ PPRAC provided in group (~5/7 sessions)
 - ✓ Transition to individual/family therapy for TICE

TF-CBT Group/Family Hybrid Model

- Starts Group based and then transition to Family based for TICE
- 4 – 8 kids/group; Can run multiple child groups + Caregiver group
- Weekly
 - 30min – 1 hour: Therapist Prep Time
 - 1 Hour: Child Group & Caregiver Group held separately & concurrently
 - 30 min: Families together in Group(s)
 - 15 – 30min: Therapist Clean Up & Check-Out
- Standard TF-CBT
 - Psychoeducation, Relaxation, Affect, Cognitive Coping
 - Parenting & Trauma Focus (i.e., gradual exposure) in every session



TF-CBT Group/Family Hybrid Model

Prep Weeks
1 & 2

- 1 hour for all providers to learn about families & assign roles for group

Week 1

- 15 minute Family Orientation
- Rapport Building
- Psychoeducation + Relaxation

Week 2

- Affect Management

Week 3

- Cognitive Coping

Week 4

- Review Relaxation, Affect, Cognitive Coping Skills

Week 5

- Psychoeducation – Abuse Specific

Week 6 & 7

- Parenting & Trauma Processing as needed – Caregivers
- Individual Trauma Narration - Youth

Week 8+

- Trauma Narration & Processing; In Vivo; Conjoint; Enhancing Safety (or alternate family focus)



Combined Family Time



- ✓ Strengths-focused time to celebrate youth participation
- ✓ Repetition/practice of new skills & knowledge
- ✓ Increase open communication in family unit
- ✓ Reinforcement for home practice (including prizes!)



Supporting the Transition to Family Sessions

- Each provider is assigned as point of contact for a family
- Point of contact therapist works with family during combined (family) time
- Even if not the youth's lead therapist, they will have the opportunity to get to know family by the time they transition to family sessions.
- Youth with heightened behavior problems & trauma symptoms may transition into behavior parent model (e.g., PCIT)

02

Preparation

The Nuts &
Bolts of
Running
TF-CBT
Group



Group Coordinator Role

- Essential to have an assigned coordinator
 - Can be non-clinical
- Identify & Invite families
 - Confirm week before of attendance
- Lead team staffings, preparation meetings
- Prepare logistics materials for providers
- Prepare all weekly materials
 - Nametags; Activity sheets; Measures; Homework; Prizes

Clinical Team Preparation

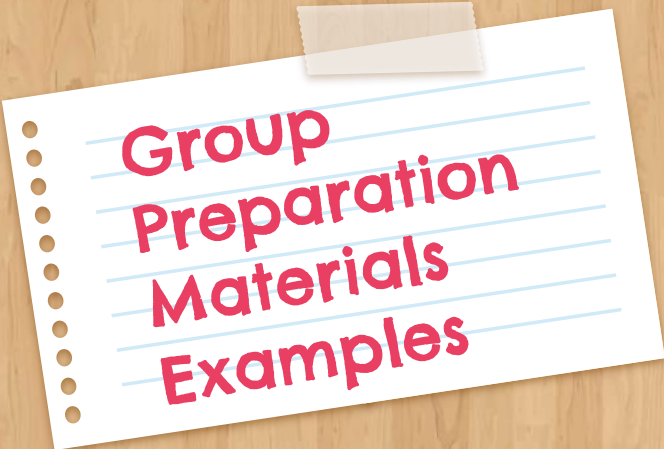
- Group Coordinator can serve as “Champion” of TF-CBT Group
- Promotes Team Spirit
- Wellness focus to post-group staffings
- Engaging, welcoming voice for families

Virtual Group Preparation

- Send Zoom links that are clearly labeled for child and caregiver groups
- Confirm multiple devices in household
- Adjust settings to provide control
- Do a test run!
- Have phone numbers handy

Be Flexible!

- **Things will change and, most of the time, that's okay.**
 - New caregivers; Additional caregivers
 - Siblings additions
 - Adding a new group member in weeks 1 or 2
 - Missing a week (or two)
 - Flu season and everyone is out a week or Spring Break
 - Behind on content... Session 6 & 7 are adaptable.
- **Make-up sessions can be held immediately prior to group OR at another time in week OR there is enough repetition of content that family will “catch up.”**



**Group
Preparation
Materials
Examples**

- **Group members log**
- **Room/Zoom assignments**
- **Contact providers**
- **“TF-CBT Group Cohort Details”**



Group Dynamics and Engagement



- Review rationale and rules of confidentiality frequently
- Promote atmosphere of respect and trust to increase comfort in sharing
 - Cultural differences may impact level of comfort sharing
 - Set expectation for participation in activities (e.g., “each person will take a turn answering...”)
 - Can be helpful to start conversation/activity by someone volunteering
 - Manage participation by calling on less talkative group members



Group Dynamics and Engagement



- Remember: Group offers **emotional support** and **insight** from others who have similar experiences... this is powerful!
 - This may be one of the only safe spaces to openly discuss trauma and its impacts
 - As appropriate, ask for group members' input, feedback, and problem-solving solutions after someone shares



Group Dynamics and Engagement



- Reflect feelings to validate and encourage discussion
- Point out similarities among group members
- Normalize differences among group members
- Build in relaxation or grounding breaks, as needed
 - Great way to practice and reinforce skills, reduce avoidance



Group Dynamics and Engagement



- Overly talkative (i.e., dominant) or off-topic group members?
 - Reflect important and relevant aspects of what has been shared
 - Be prepared to respectfully interrupt
 - Reflect briefly and pivot in single breath
- Provide LABELED PRAISE for sharing and positive group behaviors



Caregiver Group Considerations

- Overwhelming guilt
- Frustrations with systems often arise
- Sensitive to language used and accuracy of information.
around problematic sexual behaviors in youth
- Caregivers frequently disclose their own histories of
childhood trauma
- Caregivers may express fears of “things getting worse”

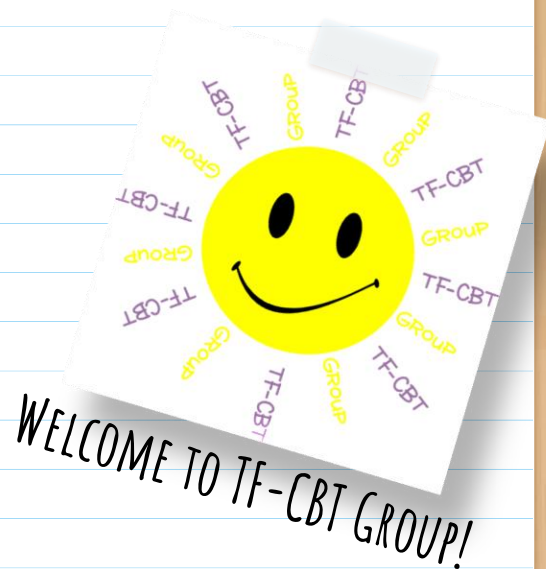
Managing Child Behavior

- **Recommend always having two providers for youth groups**
 - ✓ **Managing behaviors, crises, letting late arrivals in the building**
- **Establish group rules**
- **Set a routine**
 - ✓ **Have snacks!**
- **Use a reward system**
 - ✓ **Small participation prizes**

Group Curriculum

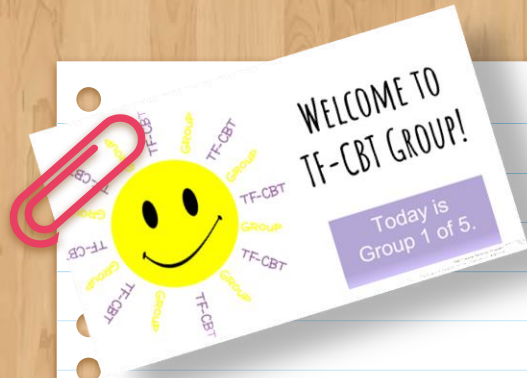
3

Session
-by-Session
Review



**Session
1**

**TF-CBT
Group
Introduction
&
General
Psychoeducation**



Session 1 Goals

Child Goals:

- Learn the group purpose, format, and rules.
- Practice using various telehealth functions such as mute/unmute, reactions, and start/stop video.
- Learn the possible impacts of trauma and stress on children.
- Learn diaphragmatic breathing to assist in relaxation and coping.
- Learn about safe and appropriate people to communicate with about their traumatic experiences.
- Begin gradual exposure by identifying their trauma type and innocuous personal information to group leaders.

Caregiver Goals:

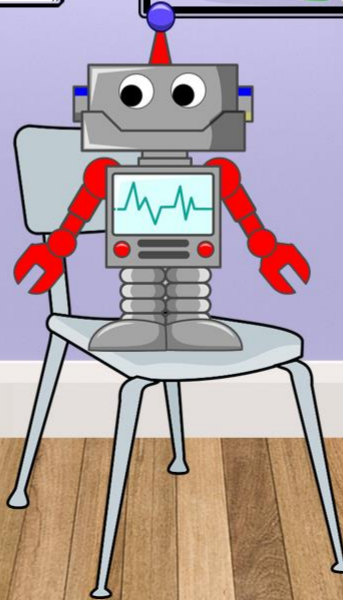
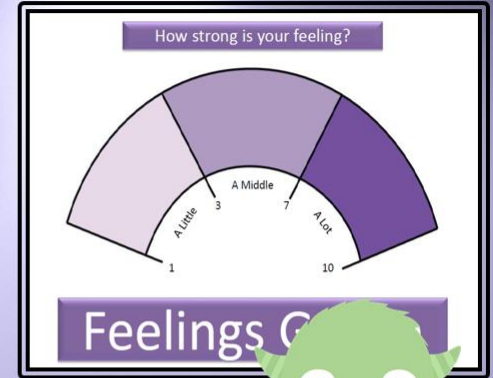
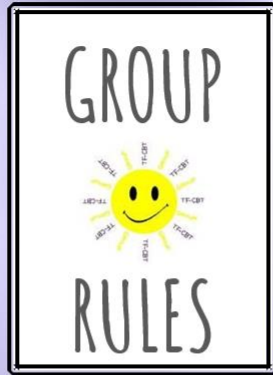
- Orientation to group and TF-CBT treatment goals.
- Learn about common trauma reactions in children and how they can manifest in child behavior.
- Learn about the importance of child home skills practice to support healthy coping.
- Develop child coping plan to support between session management of child trauma reactivity.

Middles Group



WHAT IS TRAUMA?

THESE ARE A FEW OF MY
FAVORITE THINGS

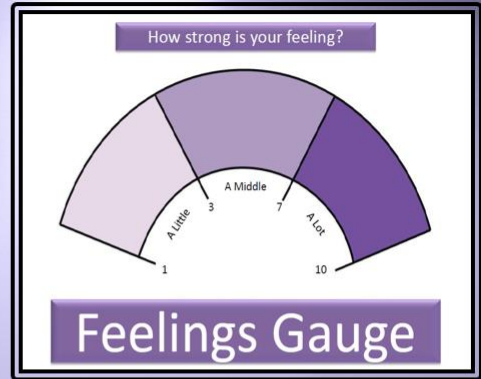
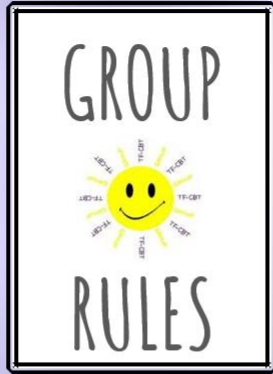


Bigs Group



WHAT IS TRAUMA?

THESE ARE A FEW OF MY FAVORITE THINGS





GROUP RULES



1. USE THE BATHROOM BEFORE OR AFTER GROUP.
2. BE IN A PRIVATE SPACE.
3. KEEP EVERYONE'S INFORMATION PRIVATE OR CONFIDENTIAL.
4. TAKE TURNS TALKING.
5. KEEP YOURSELF ON MUTE.
6. KEEP YOUR CAMERA ON.
7. BE NICE.
8. JUST BE ON ZOOM!



Child Trauma
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Begin to create a safe therapeutic environment by establishing rules & boundaries supported by a positive reinforcement system.



Child Name 1						
Child Name 2						
Child Name 3						
Child Name 4						
Child Name 5						

Catch group members following group rules...

And use praise to shape others' off-task behaviors!



Time for a little
therapeutic
engagement and
group member
rapport building!

THE NAME GAME

RULES:

The person whose name is called will repeat the previous person's name and their TV shows, musician, etc. and then state their name and favorite



Find opportunities for feelings identification and scaling. We'll reinforce skills practice each session.

Feeling Words and Faces

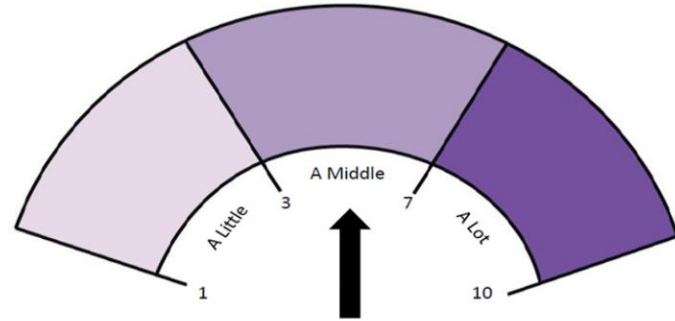


Feeling Words and Faces



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How strong is your feeling?




Feelings Gauge



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General Trauma & Trauma Impacts Psychoeducation



Gradual Exposure Alert

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



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



Someone you love leaving or dying



Scary things happening with the weather



IDENTIFYING PTSD SYMPTOMS

What happens after kids go through tough and scary things?

I have more trouble focusing on things like schoolwork.

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

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

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

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

I get mad more now than I used to.

I often think bad things about myself.

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

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

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

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

BODY 





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MIND 

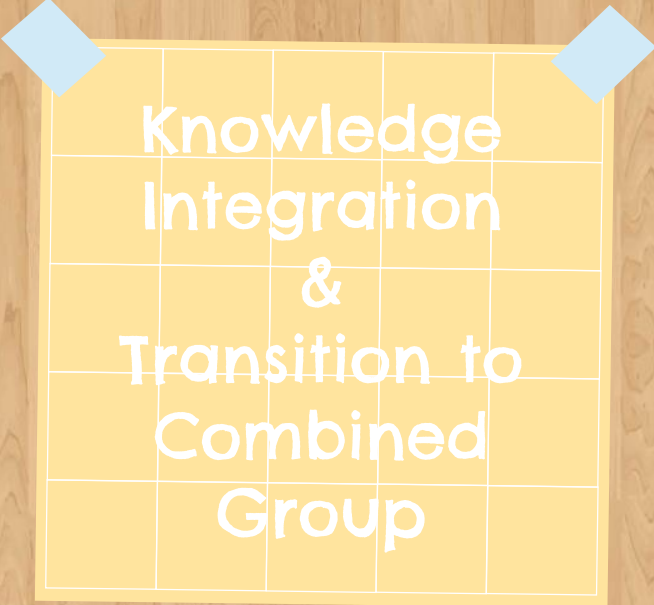


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HEART 



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Knowledge
Integration
&
Transition to
Combined
Group



ACTIVITY!

What was your favorite part of group?

THESE ARE A FEW OF MY
FAVORITE THINGS



A spiral-bound notepad is placed on a light-colored wooden surface. The notepad is white with a silver spiral binding at the top. The text "Caregiver Session 1" is written in a bold, blue, sans-serif font. The word "Caregiver" is on the first line, and "Session 1" is on the second line, both centered on the page.

**Caregiver
Session 1**

Caregiver Session 1

1. Welcome and introductions – Round Robin
 - Name/age of their child and their relationship
 - Identify positive thing about their child
 - Goal for counseling
2. Group orientation & Engagement
 - Review structure of group sessions
 - Elicit Concerns & Hopes
3. Education on Trauma Impacts

Activity: Engagement

- Reflect goals identified by group
- Inquire about concerns
- Normalize, Validate, Instill Hope!!



Connecting
Child
Behaviors
to Trauma

3. Teaching Caregivers About Common Child Reactions to Trauma

Connect Concerns Shared to Trauma

PTSD Symptom Categories

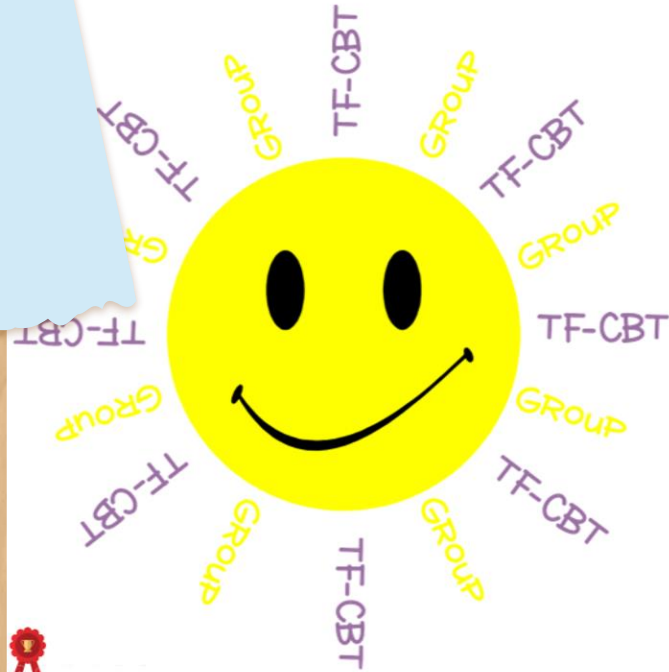
B Fear Related to Memories

C Avoiding Memories

D Negative Mood & Beliefs about Self/Others

E Irritable/On-Guard

Combined
Group 1



WELCOME TO
TF-CBT GROUP
COMBINED
TIME!



Our Introduction to Relaxation Skills

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 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!

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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****

This slide will be in each youth session so that you can return to it to practice and use to support distress reduction in group members. It sets the stage for using the skill during trauma narration!



Next we help youth and caregivers create a plan for healthy coping between group sessions.

Reinforce the benefits of youth reaching out to their caregivers for support!

Normalize that thoughts, feelings and memories of tough and scary experiences are common for kids and that counseling will help these happen less over time.



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 PRACTICE ASSIGNMENT



HOME ACTIVITY

FIND A TIME EACH DAY TO PRACTICE POWER BREATHS WITH A CAREGIVER.

REMEMBER TO BRING BACK YOUR COMPLETED HOME ACTIVITY SHEET TO BE ENTERED INTO THE PRIZE DRAWING!



Home Activity A 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.

- Put one hand on your chest and one hand on your belly.
- Imagine you are breathing in the front of a colorful flower. Breathe in slowly through your nose as you count to 3. Fill your lungs with the air we are breathing in slowly pushes out the hand on your chest still as the air is breathing in slowly pushes out the hand on your belly.
- Now imagine that you're blowing out the candles on your birthday cake. Breathe out your belly air slowly as that air leaves your lungs.
- 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		<input type="radio"/> Better <input type="radio"/> The Same <input type="radio"/> Worse
Saturday		<input type="radio"/> Better <input type="radio"/> The Same <input type="radio"/> Worse
Sunday		<input type="radio"/> Better <input type="radio"/> The Same <input type="radio"/> Worse
Monday		<input type="radio"/> Better <input type="radio"/> The Same <input type="radio"/> Worse
Tuesday		<input type="radio"/> Better <input type="radio"/> The Same <input type="radio"/> Worse
Wednesday		<input type="radio"/> Better <input type="radio"/> The Same <input type="radio"/> Worse
Thursday		<input type="radio"/> Better <input type="radio"/> The Same <input type="radio"/> Worse

Remember to bring your homework to group!

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

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Home Activity A: 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.			
	Much Better	Better	The Same	Worse
Friday				
Saturday				
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				

Bring this page back to group!

Caregiver Signature: _____

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We encourage positive reinforcement for home practice.

If you have the resources, enter each youth who brings back their completed homework sheet into a drawing for a small prize.

Who doesn't love to win a prize?



Time to Reward Youth for
Positive Group Participation!

Who made it to the end of the road
and earned their prize?

Encourage caregiver praise and
group cheering for successes!

Remember to have previously given
caregivers a set of prizes to be distributed
only when instructed by you.

PARTICIPATION PRIZE



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Child Name 1						
Child Name 2						
Child Name 3						
Child Name 4						
Child Name 5						

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**Session
2**

Affect Regulation



Session 2 Goals

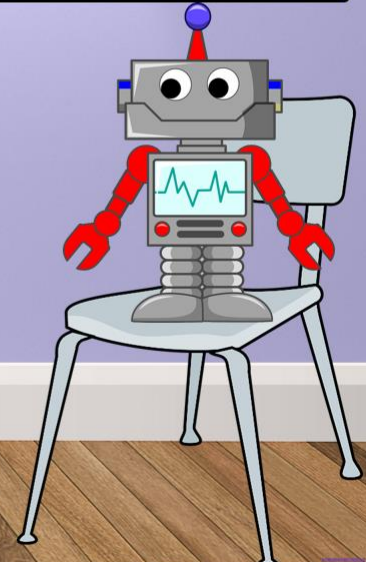
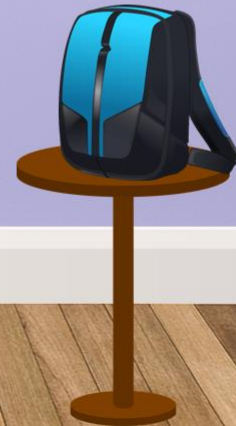
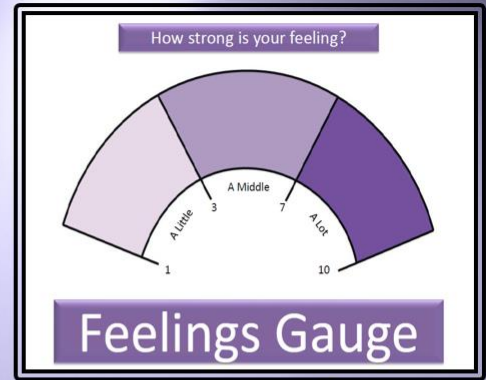
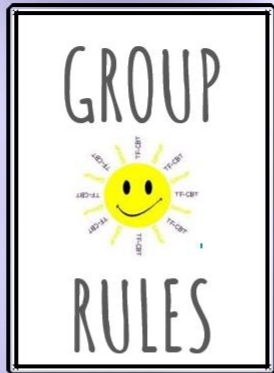
Child Goals:

- Learn basic feelings vocabulary.
- Learn to rate the intensity of feelings.
- Learn about common feelings of youth who have experienced trauma.
- Learn a method for progressive muscle relaxation.
- Continue gradual exposure by identifying personal feelings related to trauma exposure.

Caregiver Goals:

- Learn methods for supporting children's development of healthy affect regulation skills.
- Begin identifying the personal impacts of their child's traumatic experience(s) and the resulting effects on their parenting practices.
- Learn ways to respond to and support children impacted by trauma.

Middles Group



Bigs Group

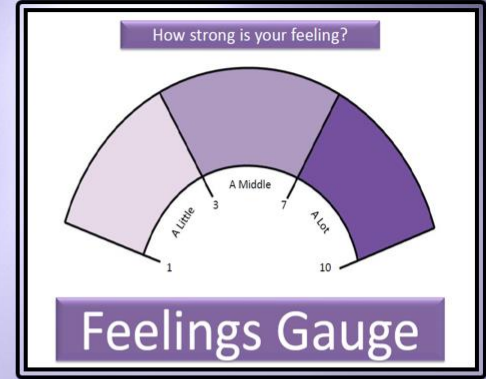
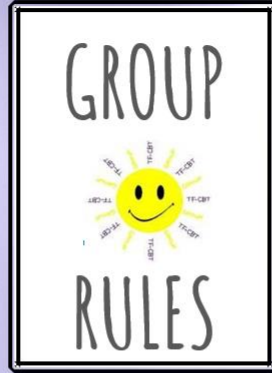


THESE ARE A FEW OF MY

FAVORITE THINGS



Feelings





Child Group Check-In and Session Review

1. Remind youth of session # (e.g., 2 of 5 group sessions).
 2. Reminder of caregivers joining in for the last 30 minutes of group.
 3. Check to ensure all youth are in a private space.
 4. Revisit group rules and reward chart. Complete first check for rule following!
5. Review key highlights and skills from last session:
- ✓ All participants have gone through a scary, upsetting and traumatic experience.
 - ✓ Not all youth have gone through the same types of experiences.
 - ✓ Participants won't be asked to tell other group members what they went through.
 - ✓ In later individual sessions with a group therapist, children will get to talk with their therapist about what they experienced.
 - ✓ Review home activity progress & practice belly/power breaths.

**Time for some
feelings
identification and
scaling practice!**


1. **Feelings Words Brainstorm**
2. **Feelings Words Lists**
3. **Feelings Gauge Introduction**
4. **Light vs. Heavy Feelings**
5. **Understanding How Heavy Feelings Can Build Up**
6. **Using Coping Skills to Lighten Heavy Feelings**
7. **Feelings ID/Scaling Practice & Review of Common Feelings of Trauma-Impacted Youth**

PowerPoint
Slides to
support Feelings
Concepts
Teaching

1

FEELINGS

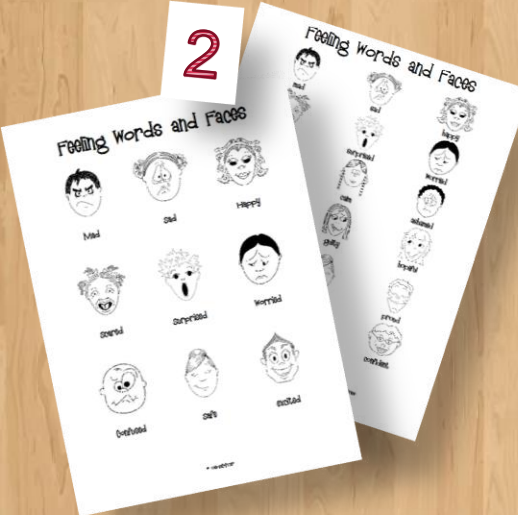
Take turns adding feelings words!



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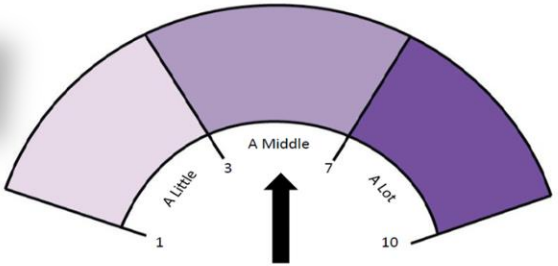
2

Feeling Words and Faces




3

How strong is your feeling?



Feelings Gauge




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4

LIGHT VS. HEAVY FEELINGS

Which feelings are light?

Which feelings are heavy?

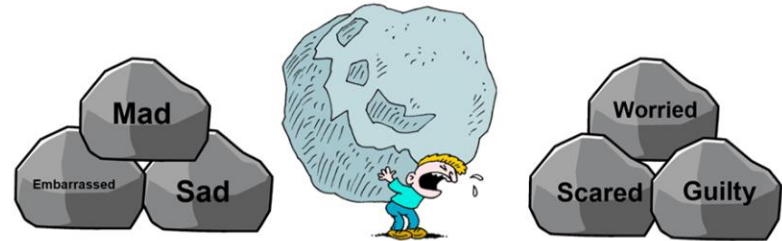


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Introduce Coping Skills Use to Reduce Distressing Feelings

5

FEELINGS STORY



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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 grownup 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 _____.

6

FEELINGS STORY: LIGHTENING HEAVY FEELINGS



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Feelings Scenarios Practice



7

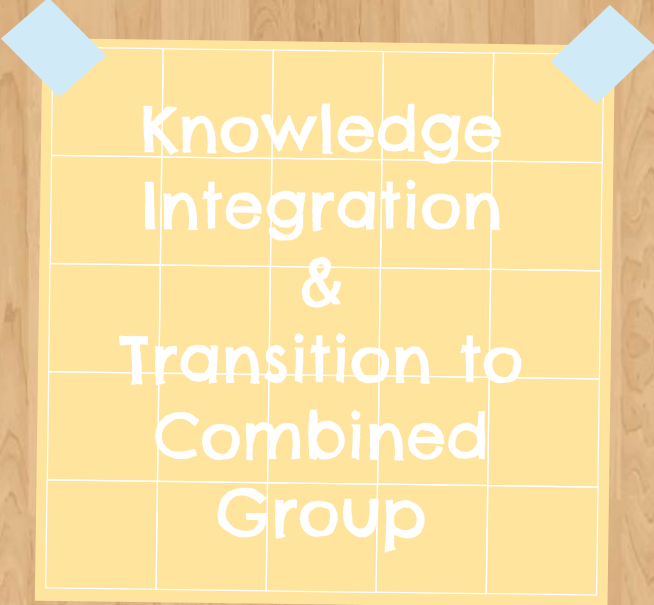
FEELINGS QUESTIONS

- Allison got a special game she asked for on her birthday. She feels...
- Brandon wants to play outside, but it is raining. 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...
- Olivia scores a goal in her soccer game. She feels...
- Greta had a bad dream about an upsetting thing that happened to her. She feels...
- Isabel thinks it is her fault that the scary, upsetting thing happened. She feels...
- Raven earns a prize for working hard and following group rules. She feels...
- Maria remembers when she was hurt by someone else. She feels...



Gradual
Exposure
Alert





Knowledge
Integration
&
Transition to
Combined
Group



ACTIVITY!

What was your favorite part of group?

THESE ARE A FEW OF MY
FAVORITE THINGS



A spiral-bound notepad is positioned on a light-colored wooden surface. The notepad is white with a metal spiral binding at the top. The text "Caregiver Session 2" is written in a bold, blue, sans-serif font, centered on the page. The text is arranged in two lines: "Caregiver" on the top line and "Session 2" on the bottom line.

**Caregiver
Session 2**

Caregiver Session 2

1. Welcome and Relaxation

- Remind caregivers of group logistics.
- Facilitate relaxation activity with the group.

2. Review Coping Skills Practice

- Crossing Arms Demonstration to emphasize importance of coping skills practice
- Review Home Practice: Belly/Power Breaths
- Review Feel Better Plan

3. Feelings Introduction

- Explain varied feelings identification, scaling, and coping skills concepts & tools being taught in child groups.

4. Caregiver Reactions

- Review the Child Trauma and Caregiving handout

5. Reflective Listening

- Introduce concept of reflective listening and importance of validating children's emotions & assign practice during combined time.



- ✓ Ask caregivers to take a few minutes to complete this handout.
- ✓ Then facilitate a discussion, taking opportunities to normalize common thoughts, feelings and reactions of caregivers of trauma-impacted youth.

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

Reinforce the
Importance of
Validating Children's
Emotions



This plants the seeds to
support caregiver-child
conjoint sharing of the
Trauma Narrative.



TF-CBT Workbook

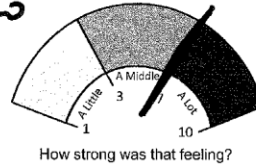
My Feelings About the Trauma

Children have many different feelings after going through upsetting and traumatic experiences.

~~upsetting thing~~ Mom & Brad Fighting

Back when the ~~upsetting thing~~ was happening, I felt:

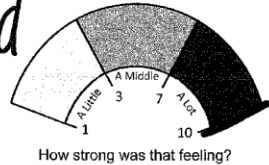
Scared - 100%
Sad



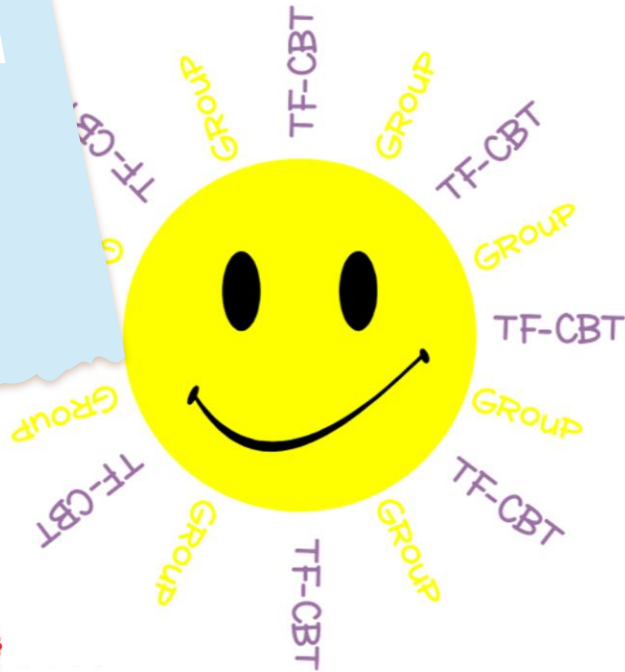
~~upsetting thing~~ I moved a lot

When the ~~upsetting thing~~ was happening, I also felt:

Scared¹⁰ worried¹⁰
mad 100,000





Combined
Group 2



WELCOME TO
TF-CBT GROUP
COMBINED
TIME!





Trauma-Related Feelings Psychoeducation



Gradual Exposure Alert



Trauma-Related Feelings

What might kids feel when tough and scary things are happening?

- .



Trauma-Related Feelings


What might kids feel when they remember the tough and scary things that happened?

- .



Relaxation Skills Practice

Muscle Relaxers



A slide titled "Muscle Relaxers" featuring three illustrations: a green turtle with its mouth open, a plate of spaghetti with tomato sauce and meat, and a whole yellow lemon next to a sliced lemon.

I CAN RELAX!




A collection of relaxation tips with illustrations:

- Deepen breaths to make yourself breathe hand muscles tight!** (Illustration: person breathing)
- Squeeze your arm muscles like a strongman!** (Illustration: arm muscle)
- Stretches your neck like a giraffe!** (Illustration: giraffe)
- Take your head in your shell like a turtle. Try to touch your shoulders to your ears!** (Illustration: turtle)
- Take your mouth like you just ate a lemon. Try to touch your shoulders to your ears!** (Illustration: lemons)
- There's a fly taking your nose. Pick up your nose - how does it feel?** (Illustration: fly)
- Put your mouth like you just ate a lemon. Try to touch your shoulders to your ears!** (Illustration: elephant)

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© 2011 The Mental Health Center of the University of Kansas

- Teach muscle relaxation and practice as a group.
- Use as needed throughout future sessions to support distress reduction in group members.



Next we help youth and caregivers create a plan for healthy coping between group sessions.

Reinforce the benefits of youth reaching out to their caregivers for support!

Normalize that thoughts, feelings and memories of tough and scary experiences are common for kids and that counseling will help these happen less over time.



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 PRACTICE ASSIGNMENT



HOME ACTIVITY

TWO DIFFERENT TIMES THIS WEEK, DRAW OR WRITE ABOUT A TIME YOU HAD HEAVY FEELINGS. MARK ON THE FEELINGS GAUGE HOW HEAVY YOUR FEELING WAS.

REMEMBER TO BRING BACK YOUR COMPLETED HOME ACTIVITY SHEET TO BE ENTERED INTO THE PRIZE DRAWING!



Child Name: _____

Caregiver Signature: _____

Home Activity B: 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.





Home Activity Prize Drawing

You'll have
opportunities
to teach
about good
sportsmanship!

HOME ACTIVITY PRIZE DRAWING

WHO COMPLETED THEIR
WEEKLY HOME ACTIVITY?



Time to Reward Youth for
Positive Group Participation!

Who made it to the end of the
road and earned their prize?

Encourage caregiver praise and
group cheering for successes!

PARTICIPATION PRIZE



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Youth A

Youth B

Youth C

Youth D

Youth E

Youth F

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**Session
3**

Cognitive Coping



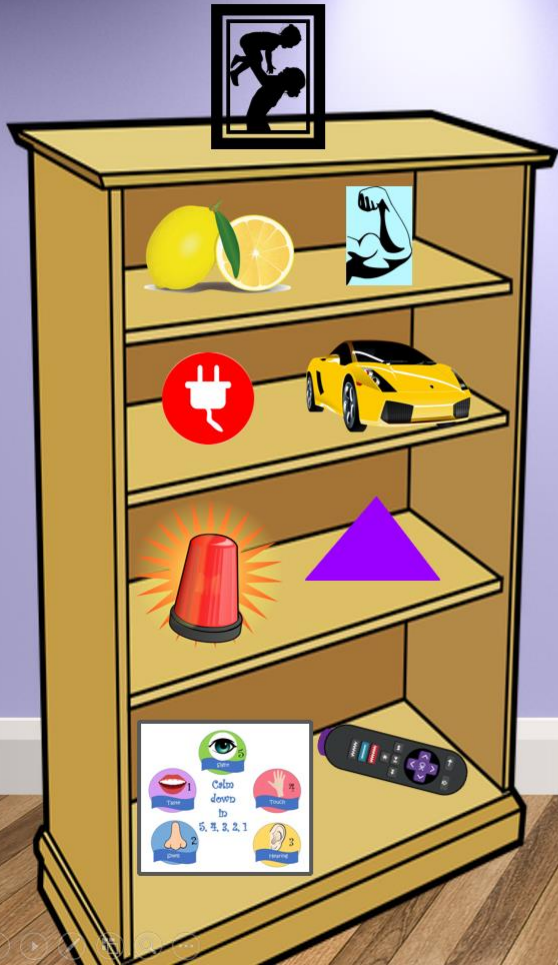
Session 3 Goals

Child Goals:

- Learn to identify thoughts and differentiate them from feelings.
- Learn the connection between thoughts, feelings and behaviors.
- Learn a method for stopping inaccurate or unhelpful thoughts.
- Learn about the body's response to trauma reminders and practice skills for managing them.

Caregiver Goals:

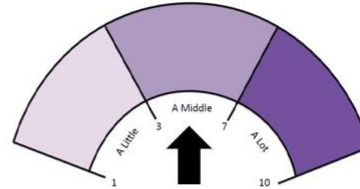
- Learn methods for supporting children's development of cognitive coping skills.
- Consider the impact of their child's traumatic experiences on their own parenting styles.
- Learn trauma-informed parenting practices.



Group Rules

1. Listen and follow directions. 
2. Take turns talking. 
3. Be nice. 
4. Just bring you.

How strong is your feeling?



Feelings Gauge

HEAD



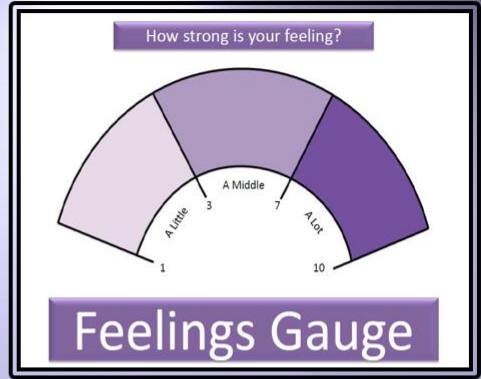
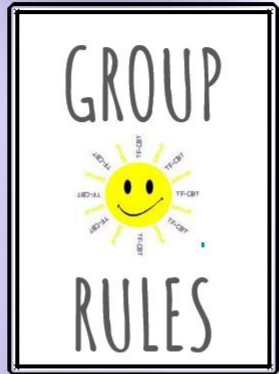
HANDS

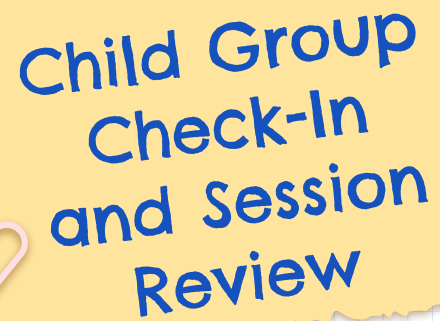
HEART





THESE ARE A FEW OF MY
FAVORITE THINGS





Child Group Check-In and Session Review

1. Remind youth of session # (e.g., 3 of 5 group sessions).
 2. Reminder of caregivers joining in for the last 30 minutes of group.
 3. Check to ensure all youth are in a private space.
 4. Revisit group rules and reward chart. Complete first check for rule following!
5. Review key highlights and skills from last session:
- ✓ Review concept of muscle relaxers & practice muscle relaxers & belly/power breaths.
 - ✓ Review last session's focus on feelings: basic feelings words, having multiple feelings, feelings scaling, light/heavy feelings, common feelings of youth who have gone through upsetting/traumatic experiences, using relaxers to lighten heavy feelings.
 - ✓ Home activity review: Identifying light & heavy feelings

Time to teach the Think- Feel-Do connection!

1. Introduction to Cognitions:
 - Teach the difference between how we feel, what we think and what we do.
 - Use scenarios to reinforce the concept.
2. Triangle Practice using example scenarios.
3. Teach about thought restructuring to impact feelings, behaviors and outcomes.
4. Teach fight-flight-freeze.
5. Practice belly/power breaths & muscle relaxers.

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?



Jesse walks into class and says "hi" as she goes past her best friend's desk. Her best friend doesn't look at her or say anything.



THINK



DO

FEEL

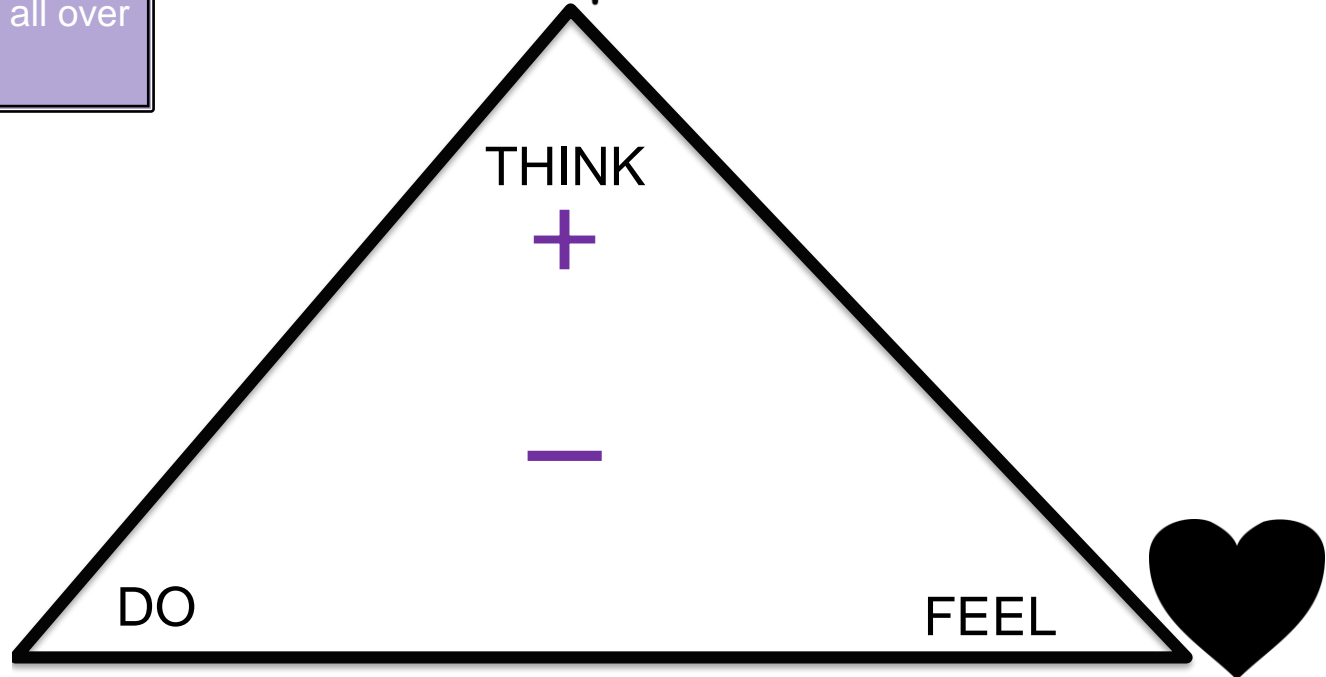


Jace is in the lunch line with a full tray of food. Someone bumps him from behind. Jace drops his tray and food spills all over his new hoodie.

Thought:



Behavior:



Feelings



Teach About the Flight-Fight-Freeze Response and Trauma Reactivity



OUR BODY'S ALARM SYSTEM

My therapist taught me that when people and animals are hurt, scared, or stressed, their bodies react. They prepare for danger and that's a good thing. Some of the time, here's what animals do when they get scared and are in danger:

- Fight
- Run away or "take flight"
- Stay very still or "freeze"

THINK

WHAT RELAXERS CAN HELP RESET OUR ALARM SYSTEM?

STRAJIS, S. (2013). HEALING DAYS. MAGINATION Press.

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A small yellow smiley face icon in the top left corner of the page.A small yellow car icon in the bottom left corner of the page.

Teaching
Advanced
Concepts About
Trauma
Reactivity
for Older Youth

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)



**Caregiver
Session 3**

Caregiver Session 3

1. Welcome and Relaxation

- Remind caregivers of group logistics & facilitate relaxation activity with the group.

2. Review Feelings Identification & Scaling Practice

- Ask about and praise successes.
- Ask about challenges in home practice completion and problem-solve.

3. Cognitive Coping & Trauma-Informed Parenting

- Teach Think-Feel-Do and review *Trauma and the Think-Feel-Do Connection* handout.
- Review the *Coaching on Coping Skills* handout.

4. Cognitive Coping for Caregivers

- Emphasize importance of the T-F-D connection as it relates to caregiver functioning and parenting. Facilitate discussion on their own thoughts related to their child's trauma.

5. Combined Group Preparation, Homework Preparation & Check-Out

- Introduce 5 Senses grounding and discuss when it may be helpful for their child.
- Describe Coping Skills House Activity and reinforce caregiver use of feelings validation, skills coaching and praise throughout activity.
- Introduce Home Activity C

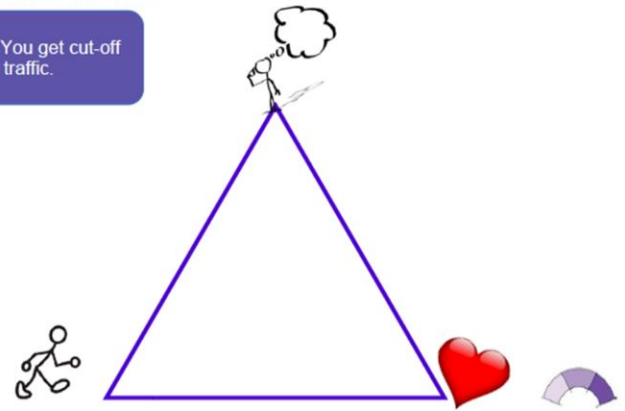
Teach caregivers the T-F-D concept using a simple scenario common to us all.

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.



Teach caregivers how trauma impacts the T-F-D connection.

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)

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

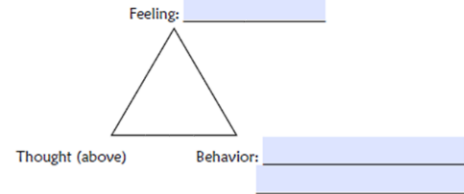
Responding calmly to someone in the Fight-Flight-Freeze mode can be difficult, it is OK to take a moment to calm yourself before interacting with your child.

Then review skills for supporting children in using their coping skills to reduce trauma-related distress.

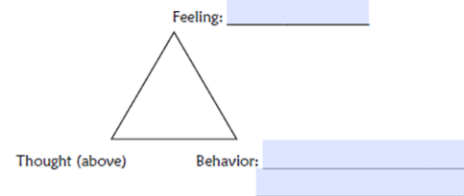
- ✓ Teach how the T-F-D connection is equally important for caregivers.
- ✓ Explain how our thoughts can shape how we feel, and can impact our parenting.
- ✓ Provide examples of parent thoughts that are negative/hopeless or viewing self as ineffective can shape parenting behaviors, and vice-versa.
- ✓ Ask caregivers to consider a thought that impacts their parenting and to discuss together those impacts.
- ✓ Encourage positive restructuring when appropriate.

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

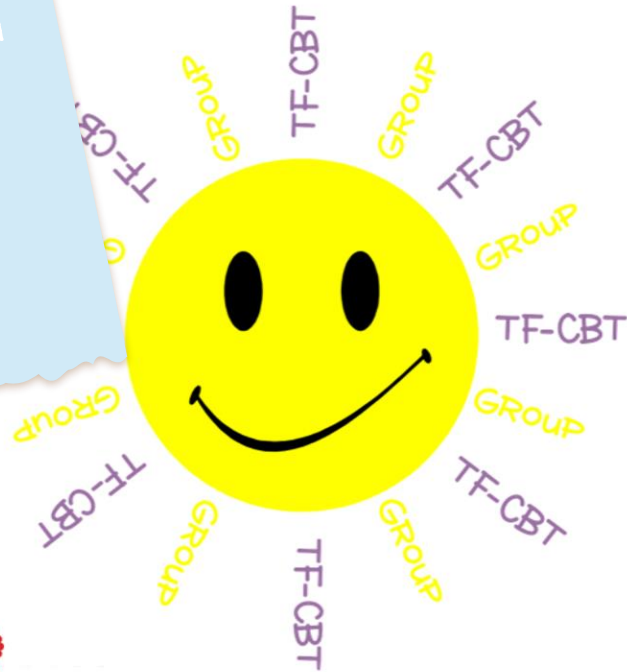
Original thought:



More helpful and balanced thought:



Combined
Group 3



WELCOME TO
TF-CBT GROUP
COMBINED
TIME!



Relaxation
Skills
Practice

GROUNDING

Calm down in...



5,



4,



3,



2,



1,



Teach youth and caregivers the 5-4-3-2-1
Grounding Activity.

This will be a beneficial relaxer to take into
gradual exposure sessions to come.

Youth and caregivers answer a question together to earn each room in the house.



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?

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.		

HOME PRACTICE ASSIGNMENT



HOME ACTIVITY

TWO DIFFERENT TIMES THIS WEEK, WRITE ABOUT A
TIME YOU HAD HEAVY THOUGHTS. MARK ON THE
FEELINGS GAUGE HOW HEAVY YOUR FEELING WAS.
TRACK WHAT COPING SKILL YOU USED.

REMEMBER TO BRING BACK YOUR COMPLETED HOME
ACTIVITY SHEET TO BE ENTERED INTO THE PRIZE DRAWING!



Youth Name: _____

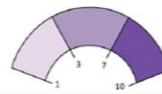
Caregiver Signature: _____

Home Activity C: 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.

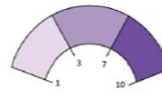


Which coping skill did you use to help lighten your thought and feeling?

- 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.





Home Activity Prize Drawing

You'll have
opportunities
to teach
about good
sportsmanship!

HOME ACTIVITY PRIZE DRAWING

WHO COMPLETED THEIR
WEEKLY HOME ACTIVITY?



Time to Reward Youth for Positive Group Participation!

Who made it to the end of the road and earned their prize?

Encourage caregiver praise and group cheering for successes!

PARTICIPATION PRIZE



Youth A

Youth B

Youth C

Youth D

Youth E

Youth F

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**Session
4**

**PRAC
Skills
Review**



Session 4 Goals

Child Goals:

- Reinforce knowledge gained on trauma and impacts.
- Reinforce skills gained in feelings identification, scaling and expression.
- Reinforce understanding of think-feel-do connection and challenging unhelpful and inaccurate cognitions.

Caregiver Goals:

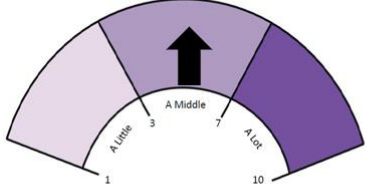
- Begin reinforcing and teaching trauma-informed parenting skills.
- Learn and apply strategy of Functional Behavior Analysis
- Learn behavior intervention strategies, including labeled praise.



Group Rules


1. Listen and follow directions. 
2. Take turns talking. 
3. Be nice. 
4. Just bring you.

How strong is your feeling?

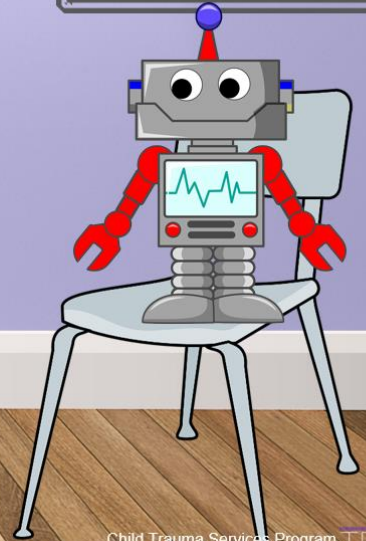


Feelings Gauge

HEAD



HANDS HEART





Child Group Check-In and Session Review

1. Remind youth of session # (e.g., 4 of 5 group sessions).
 2. Reminder of caregivers joining in for the last 30 minutes of group.
 3. Check to ensure all youth are in a private space.
 4. Revisit group rules and reward chart. Complete first check for rule following!
5. Review key highlights and skills from last session:
- ✓ Review concept of & practice it, muscle relaxers & belly/power breaths.
 - ✓ Review T-F-D and quickly walk through example scenario highlights.
 - ✓ Review Fight-Flight-Freeze and use of coping skills to reset body's alarm system.



HEAD



HANDS

HEART



Instructions

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

There are 3 sets of questions 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.



HEAD

1 2 3
4 5 6
7 8

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HEAD

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?

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HEART

PICK ONE GROUP MEMBER AND ASK THEM TO TAKE TURNS SAYING HEAVY FEELINGS WITH YOU. HOW MANY CAN YOU COME UP WITH TOGETHER IN 1 MINUTE?

WITH THAT GROUP MEMBER, ACT OUT A HEAVY FEELING AND TRY TO GET THE GROUP TO GUESS IT.

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HANDS

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.

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I spy,
with my little eye



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These slides can be used to provide a fun activity break to lead the group members in as needed to support healthy coping.



Find something that starts with the first letter of your name	Find something made of plastic	Find something that makes you smile
Find something that is green	Find something with numbers on it	Find something with a face on it
Find something with wheels	Find something that you made	Find something that is blue



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A spiral-bound notepad is placed on a light-colored wooden surface. The notepad is white with a metal spiral binding at the top. The text "Caregiver Session 4" is written in a bold, blue, sans-serif font. The notepad is slightly tilted to the right.

**Caregiver
Session 4**

Caregiver Session 4

1. Welcome and Relaxation

- Remind caregivers of group logistics & facilitate relaxation activity with the group.

2. Review Cognitive Coping Practice

- Ask about and praise successes.
- Ask about challenges in home practice completion and problem-solve.

3. Teach the concept of Functional Behavior Analysis

- Emphasize the importance of a trauma-informed lens when analyzing the behaviors of trauma-impacted children.
- Invite a caregiver to share a recent problematic child behavior and utilize as an example to identify antecedents, behaviors & consequences.
- Utilize Caregiver ABC Handout to teach and practice FBA skill.
- Ask caregivers to apply ABCs to a problem behavior in their child and to consider together options for positive intervention.

4. Teach Labeled Praise

- Utilize handouts to explain concept and invite caregivers to generate labeled praises for their child.
- Ask each caregiver to plan labeled praises they can give to their child during the combined time.

5. Prepare Caregivers for Combined Session Head-Heart-Hand Activity

6. Assign Caregivers Homework to become “Behavior Detectives” using their ABC’s.

Teach Functional Behavior Analysis Through a Trauma-Informed Lens

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

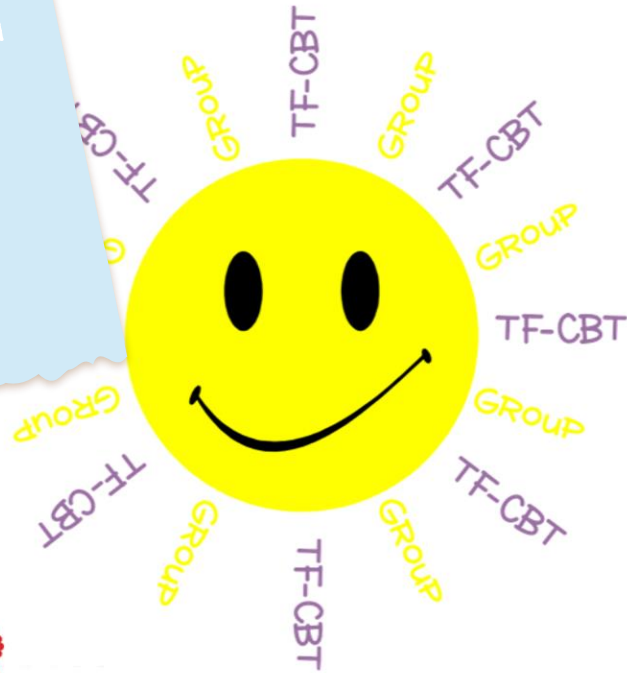


PRACTICING LABELED PRAISES



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 <u>school</u>		
Fighting		
Whining		

Combined
Group 4



WELCOME TO
TF-CBT GROUP
COMBINED
TIME!





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!





1 2 3 4
5 6 7 8
9 10 11 12

Combined



Combined

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.



Show us how well your family knows feelings!

Take turns as a family saying as many feelings words your family knows in 1 minute.


Combined



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!


Combined



Combined

Using the Think-Feel-Do Triangle, 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.



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HOME PRACTICE ASSIGNMENT



HOME ACTIVITY

ALL FAMILY MEMBERS WILL PRACTICE
DAILY RELAXATION ON THEIR OWN
AND AS A FAMILY.

REMEMBER TO BRING BACK YOUR COMPLETED HOME
ACTIVITY SHEET TO BE ENTERED INTO THE PRIZE DRAWING!



Child Name: _____

Caregiver Signature: _____

Home Activity E: Family Relaxation

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



Home Activity Prize Drawing

You'll have
opportunities
to teach
about good
sportsmanship!

HOME ACTIVITY PRIZE DRAWING

WHO COMPLETED THEIR
WEEKLY HOME ACTIVITY?



Time to Reward Youth for
Positive Group Participation!

Who made it to the end of the
road and earned their prize?

Encourage caregiver praise and
group cheering for successes!

PARTICIPATION PRIZE



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Youth A

Youth B

Youth C

Youth D

Youth E

Youth F

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**Session
5**

**Trauma-
Specific
Psycho-
education**



Session 5 Goals

Child Goals:

- Learn facts about common trauma types.
- Engage in communication about trauma-related material with therapists and caregivers (gradual exposure continuation).


Caregiver Goals:

- Learn normalizing facts on trauma types.
- Learn ways to communicate and support children's healthy beliefs about trauma.
- Learn rationale for gradual exposure to trauma memories.
- Learn about the goals and processes of gradual exposure.



Child Group Check-In and Session Review

1. Remind youth of session # (e.g., 5 of 5 group sessions).
 2. Reminder of caregivers joining in for the last 30 minutes of group.
 3. Check to ensure all youth are in a private space.
 4. Revisit group rules and reward chart. Complete first check for rule following!
5. Review key highlights and skills from last session:
- ✓ Review concept of 5-4-3-2-1 & practice it, muscle relaxers & belly/power breaths.



Engage in trauma-specific psychoeducation through the Understanding Trauma Activity.

Understanding Trauma

Let's learn about types of traumas that often happen to kids.

1. Work together in the youth group to answer the first question.
2. Then you can add an object to the pictures for each trauma type that has happened in your life.
3. In the combined youth/caregiver group, families will take turns answering a question about each trauma type.

Common Trauma Types

Moving Homes

Loss of a Loved One

Abuse

Neglect

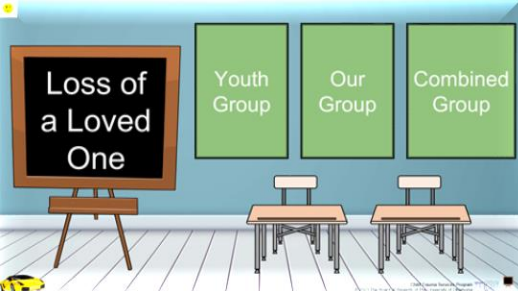
Family Fighting

Family Member Substance Abuse

Other Trauma Types



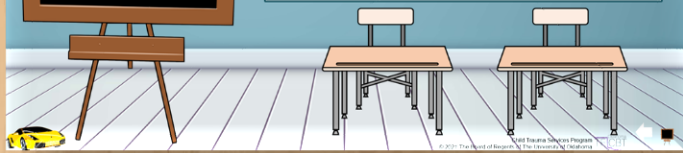
Gradual Exposure Alert



1

Loss of a Loved One
Youth Group

When a youth loses a relationship with someone close to them through separation or death of the loved one.



2

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



3

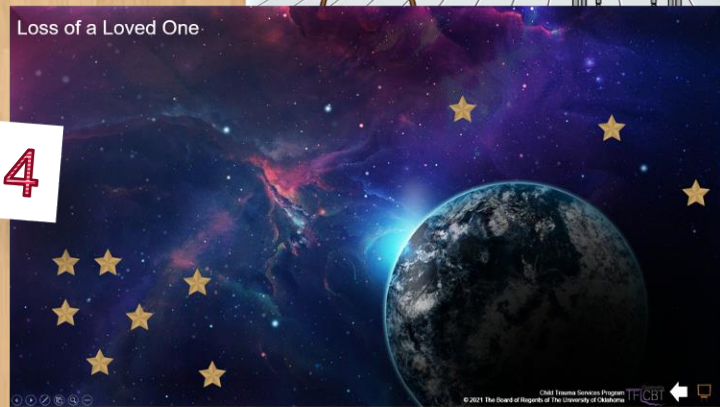
Loss of a Loved One


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



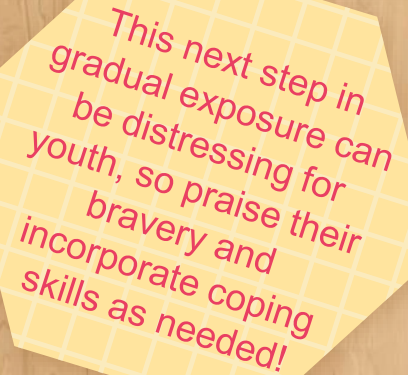
4



- 
- ✓ For each trauma type, share that each of the symbols in the picture (e.g., stars in the sky) represent a youth who was in group before who went through this trauma type.
 - ✓ Use the opportunity to normalize that lots of youth have experienced this.
 - ✓ Invite youth who also went through this type of trauma to add their own “star to the sky” by raising their hand or letting you know in a private message (if you have that capability).



Gradual
Exposure
Alert



This next step in gradual exposure can be distressing for youth, so praise their bravery and incorporate coping skills as needed!

I spy,
with my little eye



Remember to use these
activities as needed to
support healthy coping. Or
feel free to add your own
brief activity like a
music/dance break!



Find something that starts with the first letter of your name	Find something made of plastic	Find something that makes you smile
Find something that is green	Find something with numbers on it	Find something with a face on it
Find something with wheels	Find something that you made	Find something that is blue



A spiral-bound notepad is positioned on a light-colored wooden surface. The notepad is white with a silver spiral binding at the top. The text "Caregiver Session 5" is written in a bold, blue, sans-serif font. The word "Caregiver" is on the first line, and "Session 5" is on the second line. The notepad is slightly tilted to the right.

**Caregiver
Session 5**

Caregiver Session 5

1. Welcome and Relaxation

- Remind caregivers of group logistics & facilitate relaxation activity with the group.

2. Review

- Ask about and praise successes in relaxation skills use at home.
- Ask about challenges in home practice completion and problem-solve.

3. Explain the rationale for today's session on trauma-specific psychoeducation and orient caregivers to the "Understanding Trauma" activity the children will be completing during this session.

4. Introduce the Trauma Narration Process

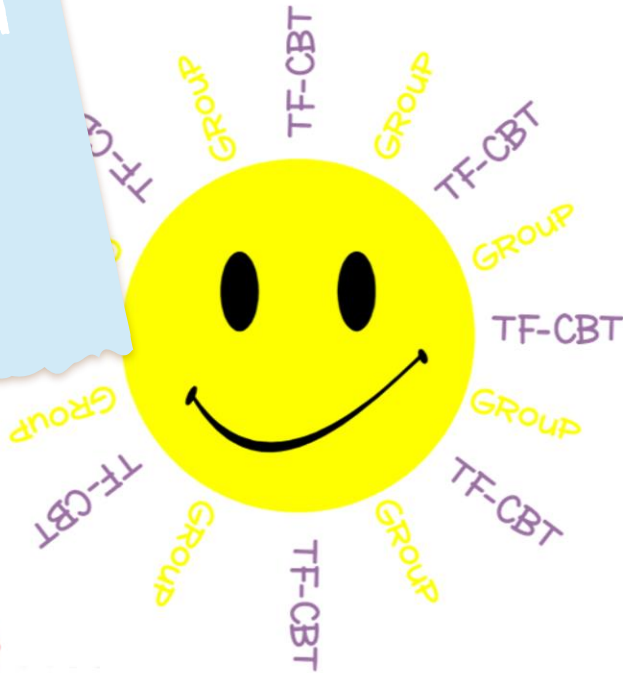
- Introduce TN component goals.
- Ask caregivers to share their feelings/thoughts related to their child telling their story.
- Provide information on the rationale and process of trauma narration.
- Inform that most children handle this part of treatment well, and we will also plan for managing any child distress that may happen.
- Discuss boundaries regarding sharing of the trauma memories.

5. Prepare for today's combined Facts about Trauma game.

- Encourage caregiver praise for child bravery in identifying their trauma types.

6. Introduce Home Practice Activity: Using My Feel Better Plan

Combined
Group 5



WELCOME TO
TF-CBT GROUP
COMBINED
TIME!



- Families get to take turns answering a psychoed question related to different trauma types.
- Then therapists show the corresponding picture, highlighting the many families across our groups who have experienced this trauma type.
- Therapists can cue caregivers to acknowledge the bravery of all children for adding their symbols to the picture.

We never ask children during group to tell others about their own symbols/trauma types.

Loss of a Loved One Caregiver Group

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?

Loss of a Loved One

Gradual Exposure Alert

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HOME PRACTICE ASSIGNMENT



HOME ACTIVITY

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 DURING THE WEEK WHEN YOU HAVE A HEAVY THOUGHT OR FEELING ABOUT YOUR TRAUMA.

WRITE WHICH COPING SKILL YOU USE TO HELP LIGHTEN YOUR THOUGHT OR FEELING.
WHAT IS YOUR FEELING AFTER USING YOUR COPING SKILL?





Home Activity Prize Drawing

You'll have
opportunities
to teach
about good
sportsmanship!

HOME ACTIVITY PRIZE DRAWING

WHO COMPLETED THEIR
WEEKLY HOME ACTIVITY?



Time to Reward Youth for
Positive Group Participation!

Who made it to the end of the
road and earned their prize?

Encourage caregiver praise and
group cheering for successes!

PARTICIPATION PRIZE



Child Trauma Services Program
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Youth A

Youth B

Youth C

Youth D

Youth E

Youth F

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**Session
6**

**Trauma
Narration
&
Parenting**

HOLD
THE
VISION
TRUST
THE
PROCESS





OKAY
LET'S
DO
THIS

Session 6 Goals

Child Goals:

- Individual session to introduce Trauma Narration and begin gradual exposure process.

Caregiver Goals:

- Review rationale and steps of the gradual exposure process.
- Provide caregivers with an opportunity to share expectations, thoughts and feelings about hearing child-approved portions of their child's trauma narrative.
- Provide caregivers with a framework for challenging/correcting any unhealthy/unhelpful thoughts regarding their child's trauma.

Example Structure for Trauma Narration Sessions

Session	Child in Individual Session	Caregivers in Group Sessions
6	<ul style="list-style-type: none">• Introduce rationale for TN• Choose TN format• Create trauma timeline• Create trauma hierarchy• Draft/review/revise Ch 1: Light Memory• Grounding	<ul style="list-style-type: none">• Introduce rationale for TN• Review TN/CP/Conjoint sessions structure• Communicate that youth will have the opportunity to approve portions of their TN to be shared with caregivers• Share that caregivers will first review approved portions in individual session time with the family's TF-CBT therapist. Then a later session will involve the youth and caregiver discussing directly• Group discussion regarding caregiver expectations, thoughts & feelings regarding hearing approved TN portions• Prepare caregivers to navigate any between session child reactions
7	<ul style="list-style-type: none">• Review/revise/complete Ch 1: Light Memory• Draft/review/revise Ch 2: Heavy Memory• Grounding	<ul style="list-style-type: none">• Review child's reactions between sessions & plan for continued support in coming week.• Behavior Management Overview: Rules, Rewards Consequences

A spiral-bound notepad is centered on a light-colored wooden surface. The notepad is white with a silver spiral binding at the top. The text "Child Session 6" is written in a bold, blue, sans-serif font. The word "Child" is on the top line, and "Session 6" is on the bottom line.

**Child
Session 6**

Example Gradual Exposure Coping Plan Structure

Telling My Story: My Plan

My
Name:

✓	I will tell my story by:
	Saying it and my therapist will write or type my words.
	Write or type it and then read it with my therapist.
	This way:

I may have some heavy feelings when I tell my story.
Feelings I have when I remember what happened are:

Feeling:	
Feeling:	

It is time for a relaxer break when these feelings are at:
(Circle the #)

0	1	2	3	4	5	6	7	8	9	10	
Lightest											Heaviest

My therapist and I will use these relaxers
to lighten my heavy feelings:

1.	
2.	
3.	

EXAMPLE TRAUMA NARRATIVE CHAPTER HIERARCHY

My Story: Table of Contents	
Chapter	Using your Life Timeline, choose one light and three heavy memories that you will tell about in your Life Story. You can create a title for each of your life chapters.
1	A Favorite Memory:
2	A Heavy Memory:
3	A Heavier Memory:
4	My Heaviest Memory:

Remember that youth with complex and extensive trauma histories may benefit from the incorporation of thematic narratives.

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**Caregiver
Session 6**

Caregiver Session 6

1. Welcome and Relaxation

- Remind caregivers of group logistics & facilitate relaxation activity with the group.

2. Review Home Skills Practice

- Ask about and praise successes.
- Ask about challenges in home practice completion and problem-solve.

3. Introduce rationale for TN

4. Review TN/CP/Conjoint sessions structure

- Communicate that youth will have the opportunity to approve portions of their TN to be shared with caregivers. Don't guarantee that all TN content will be shared. And don't share without child permission.
- Share that caregivers will first review approved portions in individual session time with the family's TF-CBT therapist. Then a later session will involve the youth and caregiver discussing directly.

5. Group discussion regarding caregiver expectations, thoughts & feelings regarding hearing approved TN portions and about their child's trauma history. Use the *Think-Feel-Do* handout to aid discussion.

6. Prepare caregivers to navigate any between session child reactions

**Session
7**

**Trauma
Narration
&
Parenting**

Session 7 Goals

Child Goals:

- Individual session to continue gradual exposure process.

Caregiver Goals:

- Review child between session coping and plan for support in coming week.
- Learn ways to encourage positive child behaviors, specifically through developmentally appropriate rules and effective consequences & rewards.



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**Child
Session 7**

Child Session 7

1. Welcome

- Remind child of session logistics.
- Review GE plan (e.g., “My Story” creation) and plan for future conjoint session.
- Remind that youth has authority on what will be shared with caregiver(s). The therapist will meet individually with caregiver(s) starting next session to go through child-approved TN portions to help prepare for the future conjoint session.

2. Review TN coping plan developed in last session and have child select a relaxer to practice.

3. Complete Timeline, if needed.

4. Complete chapter/GE hierarchy development, if needed

5. Begin/complete neutral narrative (e.g., light memory or “About Me” chapter), if needed.

6. Begin/complete first trauma narrative (e.g., Chapter 2 – Heavy memory).

7. Remember to review completed narratives a final time to get approval from youth on portions for therapist to share with caregiver(s) in a future session.

8. Grounding

**Example
Structure for
Completing
the Gradual
Exposure
Hierarchy**

5

Chapter 1: A Favorite Memory

Title:

In as much detail as you can remember, tell about your favorite memory from beginning to end. Also add in any thoughts and feelings you had back then.

6

Chapter 2: A Heavy Memory

Title:

In as much detail as you can remember, tell about a heavy memory from beginning to end. Also add in any thoughts and feelings you had back then.

7

Chapter 3: A Heavier Memory

Title:

In as much detail as you can remember, tell about a memory that is heavier than your Chapter 2 memory. Also add in any thoughts and feelings you had back then.

8

Chapter 4: My Heaviest Memory

Title:

In as much detail as you can remember, tell about your heaviest memory. Also add in any thoughts and feelings you had back then.



**Caregiver
Session 7**

Caregiver Session 7

1. Welcome and Relaxation

- Remind caregivers of group logistics & facilitate relaxation activity with the group.

2. Review Home Practice

- Ask about and praise successes.
- Ask about challenges in home practice completion and problem-solve.

3. Review TN process and briefly check in on caregiver thoughts/feelings regarding next steps in treatment.

4. Provide overview of caregiver responses to child behavior: reward, ignore, consequence.


5. Guide caregivers through creating a child behavior plan.

6. Review *Rewards & Consequences Menu* handout, emphasizing the importance of developmentally appropriate logical and natural consequences as needed.


7. Continue to emphasize use of ABC's of Behavior to understand child behavior and use of praise/positive reinforcement to shape appropriate child behaviors.

Rewards & Consequences Menu and Planner

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? Yes No

Is what you want the child to do stated very clearly? Yes No

Is the rule specific? Yes No

Are there any loopholes? Yes No

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

**Sessions
8+**

**Family
Based
“TICE”**



Session 8+ *TICE* Goals

- Completion of *Gradual Exposure*
- *Cognitive Restructuring* of inaccurate & unhelpful trauma-related beliefs in youth and caregiver(s)
- *In-vivo Desensitization* for any lingering trauma-related associations to non-harmful stimuli
- Preparation for & completion of *Conjoint Sharing* of child-approved portions of TN and caregiver sharing of praise letter
- Completion of relevant *Enhancing Safety & Social Skills* education/skills development
- Preparation for future trauma-related reminders, etc.
- Graduation

Example Structure for Trauma Narration Sessions

Session	Child in Individual Session	Caregivers in Individual/Family Session
8	<ul style="list-style-type: none"> • Review/revise/complete Ch 2: Heavy Memory • Draft/review/revise Ch 3: Heavier Memory • Get permission on portions of Ch's 1 & 2 to share with CG • Grounding 	<ul style="list-style-type: none"> • Review child's reactions between sessions • Share portions of Ch's 1 & 2 approved by child • Caregiver cognitive processing of TN • Conjoint planning for child coping between sessions
9	<ul style="list-style-type: none"> • Review/revise/complete Ch 3: Heavier Memory • Draft/review/revise Ch 4: Heaviest Memory • Get permission on portions of Ch 3 to share with CG • Grounding 	<ul style="list-style-type: none"> • Review child's reactions between sessions • Share portions of Ch 3 approved by child • Caregiver cognitive processing of TN • Conjoint planning for child coping between sessions
10	<ul style="list-style-type: none"> • Review/revise/complete Ch 4: Heaviest Memory • Get permission on portions of Ch 4 to share with CG • Grounding 	<ul style="list-style-type: none"> • Review child's reactions between sessions • Share portions of Ch 4 approved by child • Caregiver cognitive processing of TN • Conjoint planning for child coping between sessions

Example Structure for Cognitive Processing & Conjoint Sessions

Session	Child in Individual Session	Caregivers in Individual/Family Session
11	<ul style="list-style-type: none"> Cognitive Processing of Inaccurate/Unhelpful Trauma Related Beliefs 	<ul style="list-style-type: none"> Review child's reactions between sessions Share remaining portions of TN approved by child Caregiver cognitive processing of TN Conjoint planning for child coping between sessions Assign Caregiver Praise Letter Homework
12	<ul style="list-style-type: none"> Continued Cognitive Processing of Inaccurate/Unhelpful Trauma Related Beliefs Preparation for Conjoint TN Share 	<ul style="list-style-type: none"> Review child's reactions between sessions Review Caregiver Praise Letter Preparation for Conjoint TN Share Conjoint planning for child coping between sessions
13	<ul style="list-style-type: none"> Conjoint TN Share Grounding 	



**Child
Sessions
8+**



**Caregiver
Sessions
8+**

WRITING YOUR PRAISE LETTER

Your child has worked very hard to overcome fear and anxiety to be able to tell their trauma story. Many children are nervous to share their story with caregivers. Your support is MOST important for your child! Coming together with your child to talk openly about their trauma is an opportunity for you to provide support by listening, tell them how proud you are of them, correct any concerns or worries they have, and plan for the future.

Today you will write a “Praise Letter” to your child that you will share in the next session. Below are questions to consider in writing your Praise Letter. Not all questions apply to every child.

Remember the goal is for your child to feel heard and accepted by you.

Questions to Consider:

How do I feel about my child being able to tell their trauma story?

How proud are you of your child?

What healthy messages do I want to give my child about the trauma?

How do you feel about what happened to your child?

Who is responsible for the trauma?

What actions did my child take that I am proud of?

What will life from here on out be like for my child and our family?

What positive changes have I seen in child since starting group?

Does my child manage stress in better ways?

Is my child more open in talking with me?

Does my child seem happier?

Who can my child come to or talk with when upset?

Will I be available for my child when they need to talk about what happened or about future upsetting experiences?

Who else can my child talk to?

How will I help child when they're upset?

What do I hope for my child and for our family?

Do I believe my child is healing?

Will my child be happy, have fun, learn, grow, enjoy life?

Will we get through any future difficulties or stressors?

Is my child (our family) stronger?

Consider Asking Caregiver(s) to Create a Praise Letter

Some caregivers want to write this on their own. Others may benefit from your active support in session. Always review drafts together before the conjoint to support a positive, healthy message for their child.

Caregiver Sessions 8+

- Don't skip out on caregiver cognitive processing in anticipation of conjoint sharing of approved TN portions. This is an opportunity to bolster caregivers' sense of capacity to support their children!
- ALWAYS make sure that you've reviewed approved TN portions with caregiver(s) before the conjoint share session. Caregivers need their own protected space with you to process their reactions and prepare a supportive response for their child.
- Help to prepare caregivers for the conjoint session. Support their praise letter development and have them read it through with you for some GE.
- Encourage a plan for a fun activity after the conjoint session share.
- Plan together with caregiver for what aspects of In-Vivo Desensitization and Enhancing Safety/Social Skills need to be addresses prior to treatment graduation.
- Involve the family in planning the graduation session and CELEBRATE!

Questions?





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