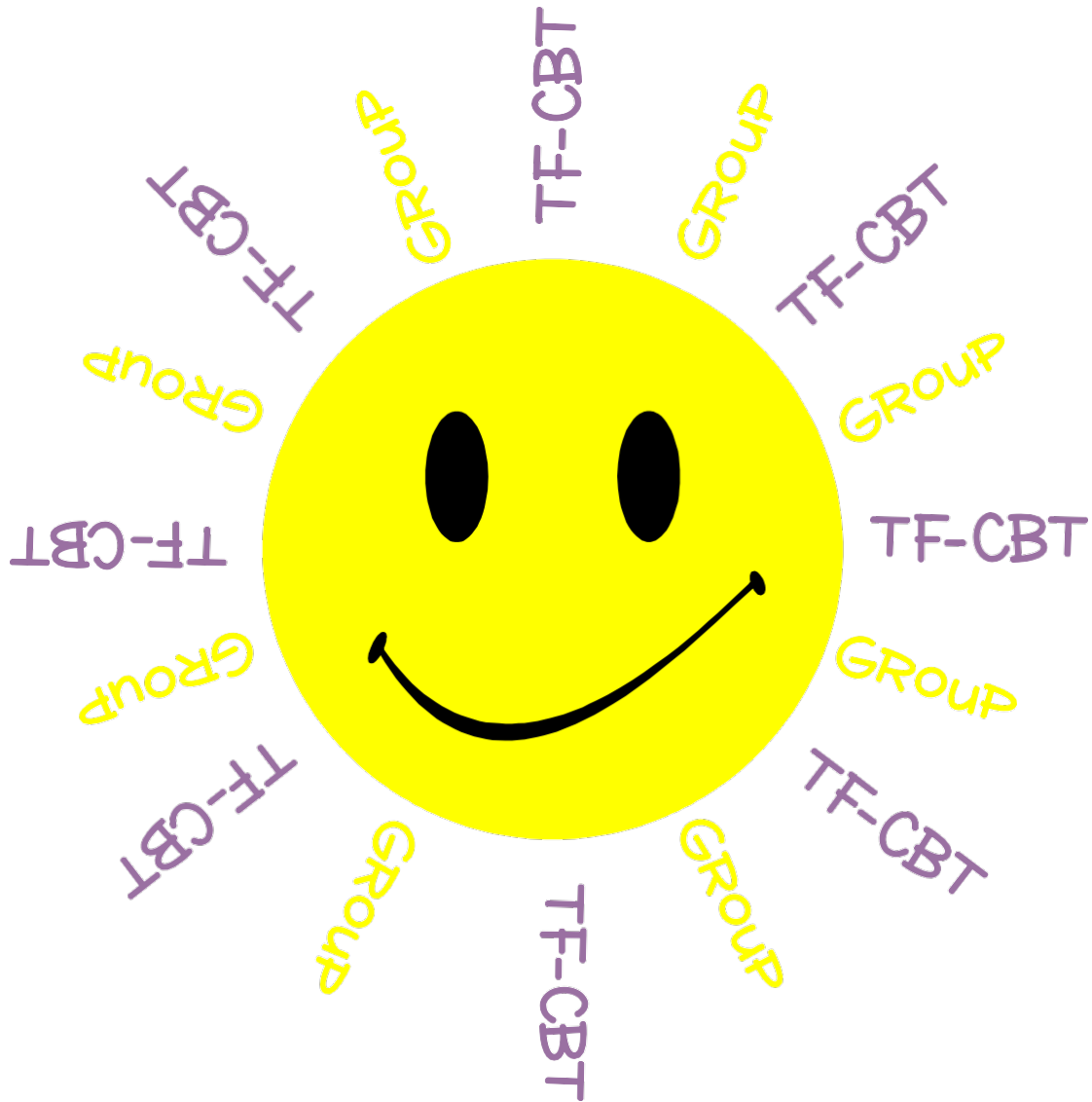


OUHSC Child Trauma Services Program



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 follow 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. 					

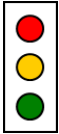
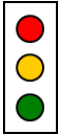
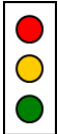
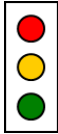
Session 1 Children's Group – Middles (7-9)					
1.	Introduction/Orientation	Time	10 minutes	Lead Therapist	
<p>Begin in a small group with children, caregivers, and their contact therapist to introduce the group.</p> <ul style="list-style-type: none"> Explain group rationale <ul style="list-style-type: 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 follow 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 					

<p>treatment by implementing the skills they are learning at home</p> <ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> 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. <div style="display: flex; justify-content: space-around; align-items: flex-end; text-align: center;"> <div>  <p>Fear related Memories</p> </div> <div>  <p>Avoiding Memories</p> </div> <div>  <p>Feeling Bad about Self/ Withdrawal</p> </div> <div>  <p>Irritable/ to On-Guard</p> </div> </div> <ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> 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. 					