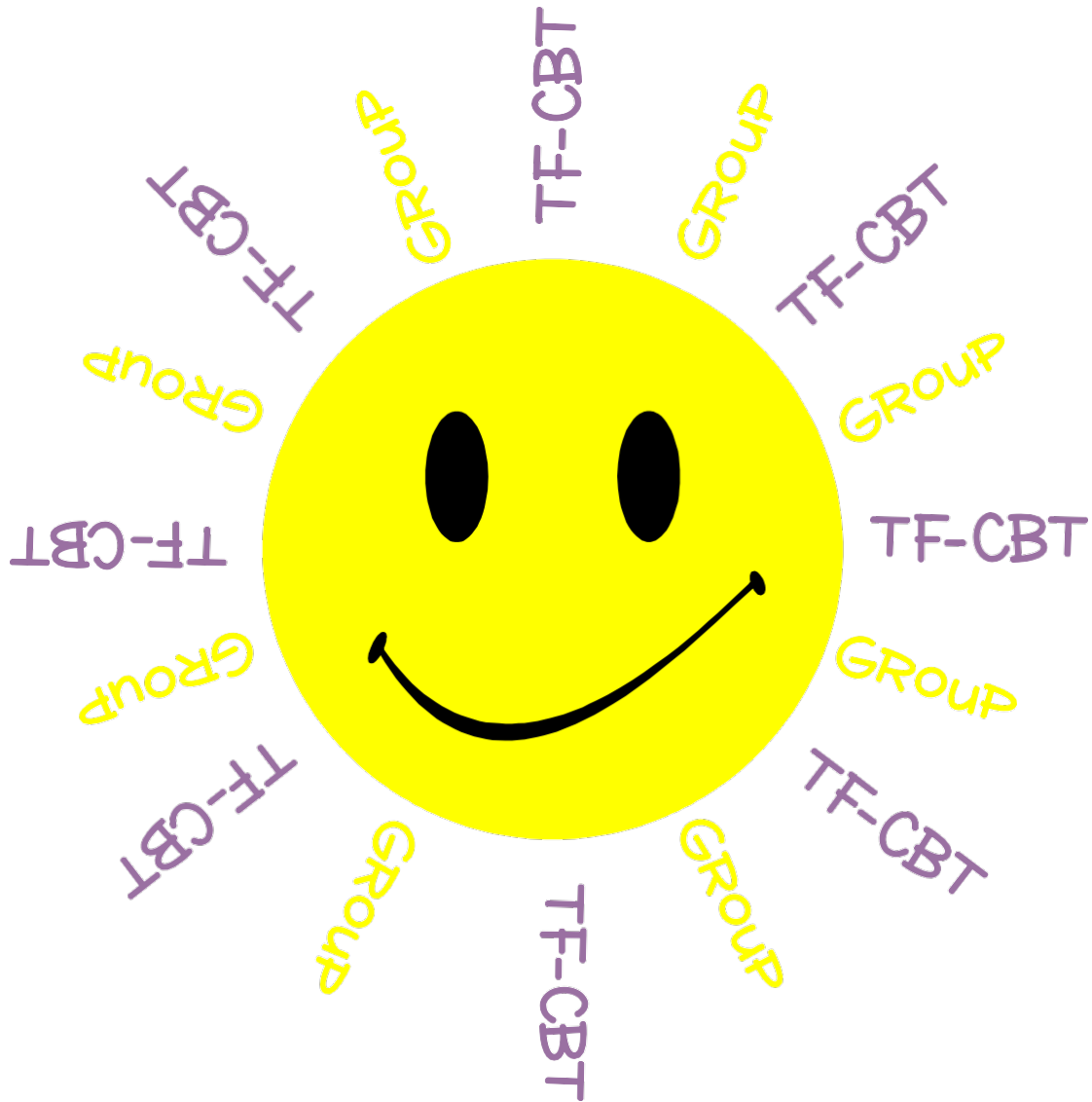


# OUHSC Child Trauma Services Program



## TF-CBT Group Curriculum



## TF-CBT Group Session 2: *Affect Regulation*

### **Rationale**

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

### **Caregiver Objectives**

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

### **Child Objectives**

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

### **Materials**

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

Session 2 Children's Group - Littles (5-7)				
1.	Group Check-In	Time	3-5 minutes	Lead Therapist
<ul style="list-style-type: none"> <li>Remind children of the group logistics <ul style="list-style-type: none"> <li>This is the second of 5 group sessions</li> <li>The children's and caregivers' groups will come together at 6:30 for a combined activity.</li> <li>Review the group rules and reward chart introduced in session 1.</li> </ul> </li> <li>Introduce the role of the special helper of the day. <ul style="list-style-type: none"> <li>Each week a child will be selected to serve in this role.</li> <li>This child will get to help with check-in and assist the therapists in leading group activities.</li> <li>Let children know that we will take turns and each child will get an opportunity to serve as the special helper.</li> <li>Designate one child as today's special helper.</li> </ul> </li> </ul>				
2.	Session Review	Time	5 minutes	Lead Therapist
<ul style="list-style-type: none"> <li>Revisit the group rationale. <ul style="list-style-type: none"> <li>TF-CBT group helps children, like each child in this group, who have gone through scary, upsetting and traumatic experiences.</li> <li>Not every child has gone through the same types of upsetting experiences.</li> <li>Children and families will learn ways to cope with tough feelings, thoughts and memories of their upsetting experiences.</li> <li>Children will not be asked to tell other group members about what they went through.</li> <li>In later sessions, children will get to talk with their individual therapist about what they experienced.</li> </ul> </li> <li>Review highlights of the "A Terrible Thing Happened" book read in session 1. <ul style="list-style-type: none"> <li>Children may have different reactions after going through scary or traumatic experiences.</li> <li>It's okay to talk about these reactions with safe and trusted adults.</li> <li>Counseling like this group can help children feel better.</li> </ul> </li> <li>Review the concept of Belly Breaths and invite the special helper to assist in leading the group through a round of Belly Breaths.</li> </ul>				
3.	Feelings Introduction	Time	10 minutes	Lead Therapist
<ul style="list-style-type: none"> <li>Explain that today's session will start with talking about feelings.</li> <li>Ask children to take turns sharing feelings words that they know.</li> <li>Explain that we show feelings on the outside of our body and feel them on the inside. <ul style="list-style-type: none"> <li>You may ask members to collectively demonstrate different feelings and notice similarities in their features: <ul style="list-style-type: none"> <li>Happy - mouths are smiling, bodies are upright, eyes are open wide</li> <li>Sad - mouths are pointed down, bodies are slumped, eyes are looking down</li> <li>Mad - mouths are pinched, bodies are tense, eyes are frowning, hands are clenched</li> <li>Scared - mouths are tight or in an "o" shape, bodies are tense/shaking, eyes are wide open, hands may be up by face or close to body</li> </ul> </li> <li>Ask members to share examples of ways their bodies feel inside when they are having different feelings. <ul style="list-style-type: none"> <li>Examples: stomach jittery or upset, heart rate speeds up, headache, hands feel sweaty, legs feel jumpy, breathing gets faster</li> </ul> </li> </ul> </li> </ul>				

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

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

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

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

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

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



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



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

<ul style="list-style-type: none"> <li>○ Learning a range of feelings words</li> <li>○ Learning to recognize and label their feelings.</li> <li>○ Learning to identify how much of a feeling they are experiencing.</li> <li>○ Learning to communicate their feelings in safe and healthy ways.</li> <li>○ Learning to use relaxation and coping skills to reduce strong negative feelings.</li> <li>● Provide a brief summary of the activities being conducted in this session's children's group. <ul style="list-style-type: none"> <li>○ Children will be taught a core set of feelings words. <ul style="list-style-type: none"> <li>▪ Provide caregivers with a copy of the feelings faces sheet.</li> </ul> </li> <li>○ The <i>Feelings Gauge</i> will be introduced as a way to measure the strength of a feeling. <ul style="list-style-type: none"> <li>▪ Demonstrate how the <i>Feelings Gauge</i> is used with a child.</li> </ul> </li> <li>○ Children will learn that it is common for people to have more than one feeling at a time.</li> <li>○ Children will also be taught the difference between "<i>Light</i>" and "<i>Heavy</i>" feelings. <ul style="list-style-type: none"> <li>▪ Briefly explain the light and heavy feelings activity.</li> <li>▪ Show caregivers a copy of the children's handout regarding trauma-related feelings that is being completed in the children's group.</li> </ul> </li> </ul> </li> </ul>					
<b>4.</b>	<b>Caregiver Reactions</b>	<b>Time</b>	20 minutes	<b>Lead Therapist</b>	
<ul style="list-style-type: none"> <li>● Distribute the <i>Child Trauma and Caregiving</i> handout and ask group members to complete the form.</li> <li>● Facilitate a discussion about the impact of child trauma on caregiving. Use information learned in the above activity to explore their thoughts and feelings around parenting their children.</li> </ul>					
<b>5.</b>	<b>Reflective Listening</b>	<b>Time</b>	20 minutes	<b>Lead Therapist</b>	
<ul style="list-style-type: none"> <li>● Introduce concept of reflective listening within the context of assisting their children with affect regulation.</li> <li>● Discuss validating children's emotions.</li> <li>● Share video from Inside Out film that demonstrates the importance of recognizing emotions and helping children feel heard and validated. <a href="https://www.youtube.com/watch?v=QT6FdhKriB8">https://www.youtube.com/watch?v=QT6FdhKriB8</a></li> <li>● Inform that during combined time, their child will share feelings they had during their trauma and when remembering it now, caregivers' job is to reflect (restate) the feeling the child shares. Roleplay example with group, if child says, "When I saw family fighting I felt scared." What could caregiver respond?</li> </ul>					

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