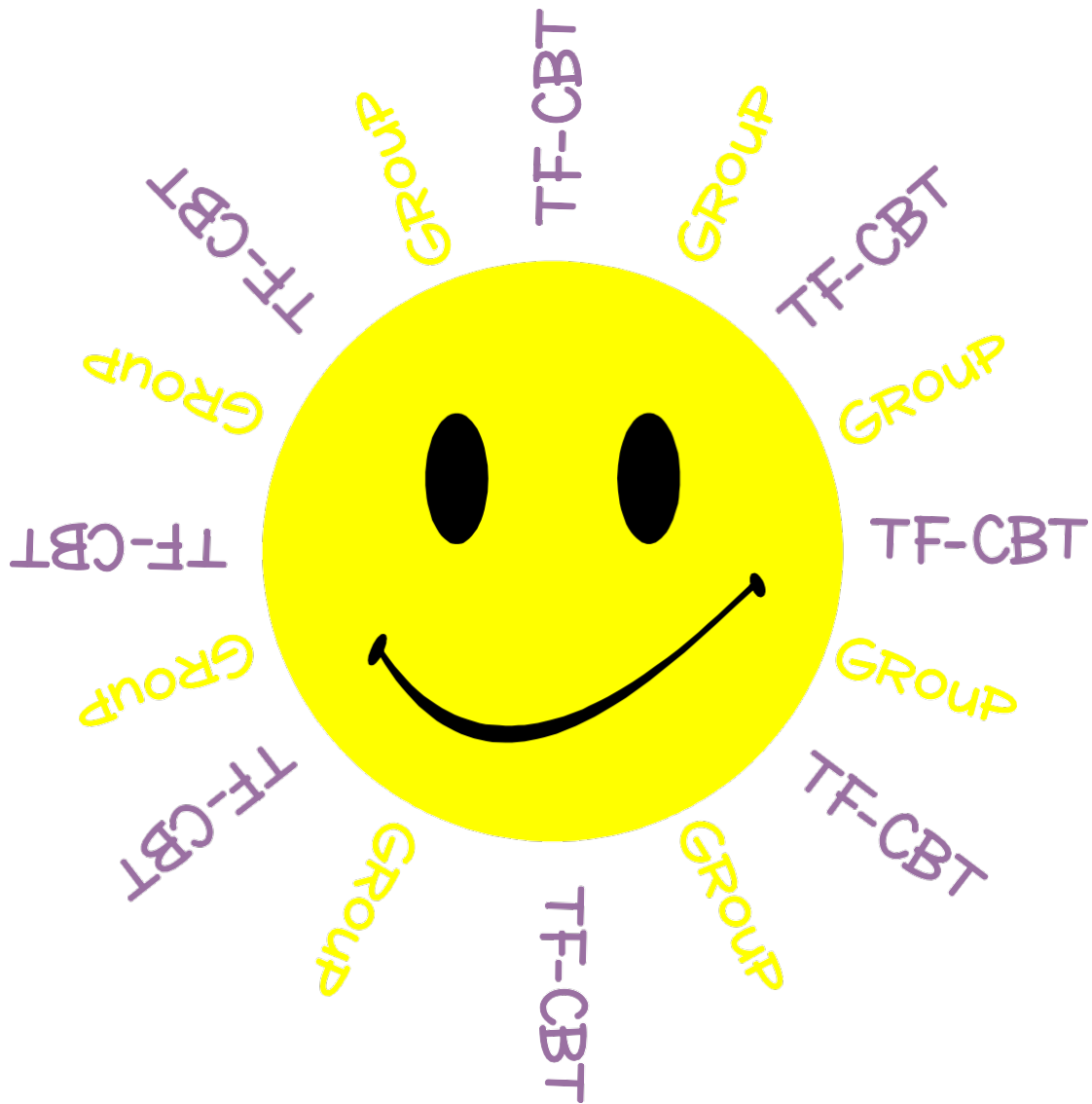


OUHSC Child Trauma Services Program



TF-CBT Group Curriculum

TF-CBT Group Session 4: *PRAC Review*

Rationale

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

Caregiver Objectives

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

Child Objectives

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

Materials

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

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

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

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

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

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