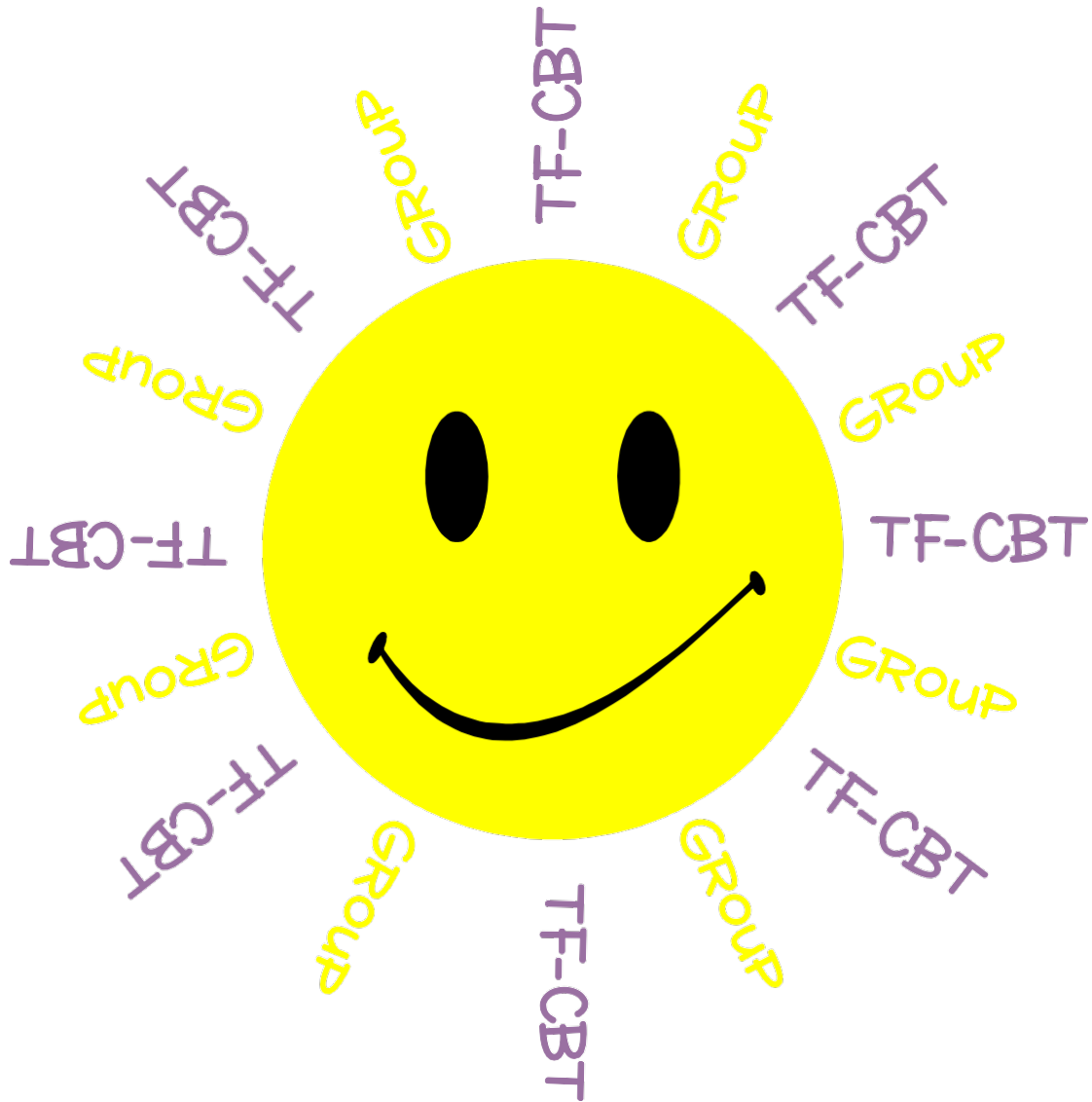


OUHSC Child Trauma Services Program



TF-CBT Group Curriculum



TF-CBT Group Session 5: *Psychoeducation*

Rationale

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

Caregiver Objectives

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

Child Objectives

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

Materials

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

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

<ul style="list-style-type: none"> ▪ Substance Abuse by a Family Member: When a parent or another adult in the family uses too much alcohol (like beer), uses more drugs than their doctor tells them to, or uses drugs that are against the law. When parents misuse drugs or alcohol, they may have trouble taking care of their children and keeping them safe. ▪ Moving to a new home: when kids have to move to a new home or leave their grown-ups or brothers and sisters. ▪ Losing a loved one: when someone you love leaves or dies ▪ Other trauma types: <ul style="list-style-type: none"> • When scary things happen with the weather • When scary things happen at school, in our community, or with other youth • When someone has a scary doctor/medical visit or surgery • Bullying • As the group defines the different trauma types, use the “Questions about Trauma Cards” or What Do You Know Cards (available for purchase online) to further facilitate psychoeducation about trauma. 			
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4.	Relaxation Break	Time	5 minutes	Lead Therapist	
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<ul style="list-style-type: none"> • Ask each group member to identify their current feeling(s) and level on the feelings gauge. • Remind group members that they have learned different activities they can do to help lighten heavy feelings about trauma memories. • Select a brief interactive activity for group members to engage in as a relaxation break. • Re-check each member’s current feeling(s) and level on the feelings gauge. • Praise group members’ success in reducing heavy trauma-related feelings. 					
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5.	Identifying My Trauma	Time	15 minutes	Lead Therapist	
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<ul style="list-style-type: none"> • State that talking about trauma to safe people can help lighten heavy thoughts and feelings. • Share that the next sessions with their individual therapists will give each child the opportunity to create their own story about light and heavy memories. The therapist and child will decide the best way for the child to share their story and which memories to share. They will also decide on which relaxers to use to lighten any heavy feelings that may come up when telling about heavy trauma memories. • State that children will work with their therapist in later sessions to prepare to share parts of their story that they want to with their caregivers. • Explain that the first step in preparing for creating their stories in the next sessions is to identify in today’s session which types of traumas each group member has experienced. No one will be asked to tell more in group about what happened. • Show group members each of the trauma type posters (with stickers already present), pointing out and normalizing the number of children in past groups who have gone through each type of trauma. Attach the trauma type posters to the walls throughout the room. Then ask each group member to place a sticker on the poster of each trauma type that they have experienced in their life. • Provide supporting and reinforcing statements as children identify their trauma types. • Integrate feelings gauge checks throughout this activity and utilize relaxation breaks if children report or display heightened distress levels. 					
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6.	Group Celebration	Time	15 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Discuss with the children that people are in our lives for different reasons and at different times. • State that group members have spent a lot of time together over the last five sessions, learning together, sharing thoughts, feelings and memories together, and having fun together. • Discuss that good-byes are a normal and natural part of life for everybody. • Identify that, after today's group, children and their caregiver(s) will come back to this building to attend family sessions with one of the group therapists. Some families may stay in touch after group. Some families may not see each other again. • Acknowledge that children can have lots of different feelings and thoughts when a group like this is ending. Some feelings and thoughts might be light and others might be heavy. • Solicit from the children their feelings and thoughts about this being the last group. • Distribute blank piece of paper to each child to create their "Feel Better Messages" page. Explain to the group that this page is for sharing messages with one another, and that everyone is encouraged to draw or write a special message to each group member. During the next treatment sessions, children may look back at this page to help them feel better if they start having heavy thoughts or feelings when working on their trauma stories with their individual therapists. They can look at this page whenever they want to have a happy memory from their time in group. • Allow time for the children to fill out these messages for each other. Therapists are also encouraged to include a message for their group members. 					
7.	Check Out	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Review behavior chart progress. • Prepare for the transition to the combined group. 					

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

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

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