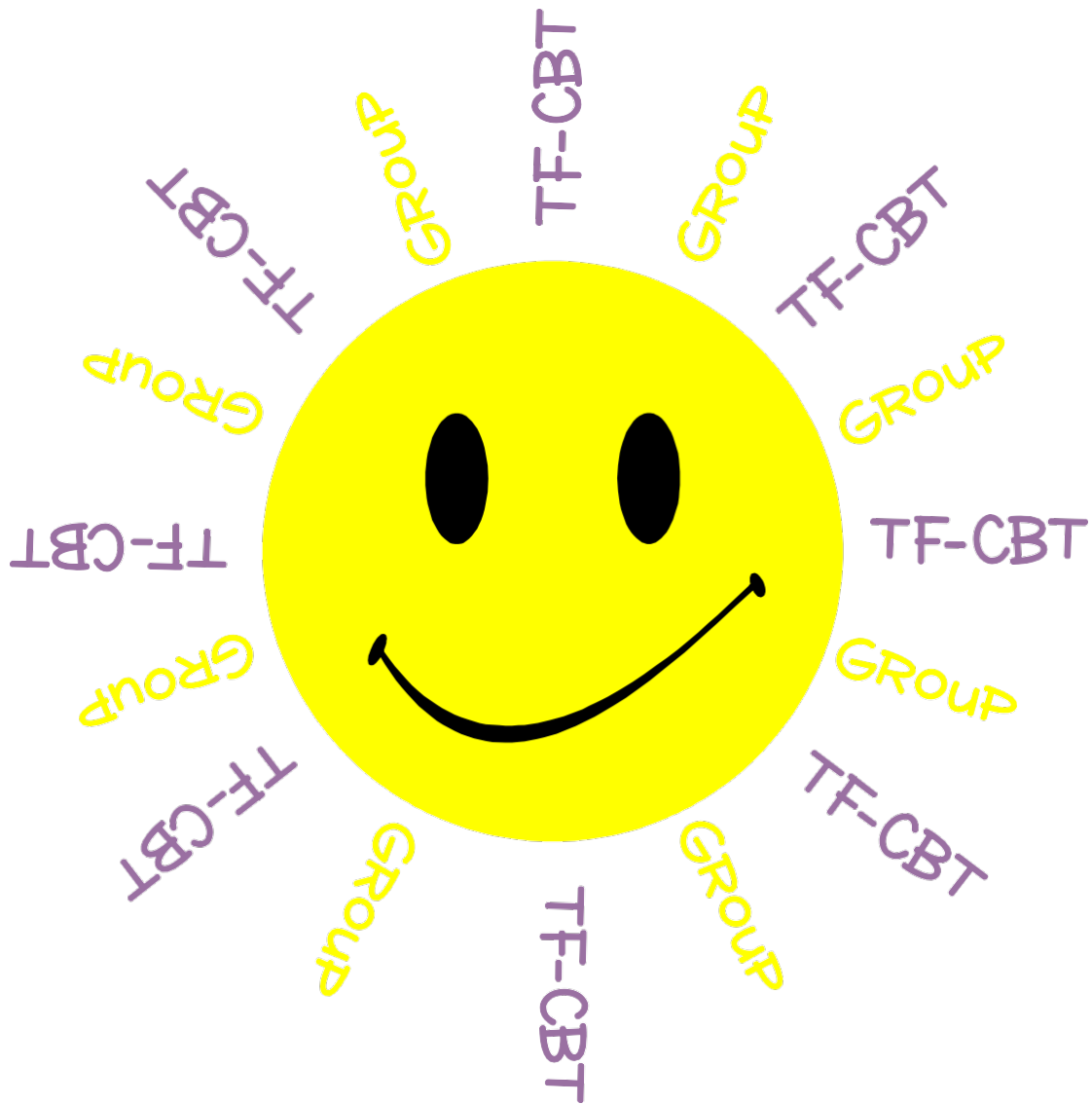


OUHSC Child Trauma Services Program



TF-CBT Group Curriculum



TF-CBT Group Session 7: *Rules, Rewards, Consequences*

Rationale

This session will serve to continue to prepare caregivers for conjoint sharing of their child's trauma narrative. Caregivers will also learn additional behavior management strategies.

Caregiver Objectives

1. Caregivers will learn ways to encourage positive child behaviors, specifically through developmentally appropriate rules and effective consequences and rewards.

Materials

- Behavior Charts and How-Tos
- Labeled Praise Handout
- Responding to Child Behavior
- Rewards and Consequences Menu
- Rewards and Consequences Planning

Session 7		Caregivers' Group			
1.	Group Check-In	Time	5 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Welcome the caregivers to session 7. • Remind caregivers of the group logistics. <ul style="list-style-type: none"> ○ This is the seventh and final caregiver group session ○ Remind caregivers that there will be no combined group. ○ Caregivers will join their children in individual/family sessions next week. ○ Review contact therapist assignments as needed. 					
2.	TN Conjoint Preparation	Time	15 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Remind caregivers of children's work with their therapists on "telling their story." • Reiterate the importance of supporting children between sessions, coaching their use of their coping skills and redirecting challenging behaviors. • Complete a brief check-in related to caregivers' continued thoughts and feelings regarding gradual exposure. Consider checking in with caregivers regarding their child's behavior since beginning this phase of therapy. 					
3.	Rules, Rewards, Consequences	Time	40 minutes	Lead Therapist	
<ul style="list-style-type: none"> • Ensure families have all necessary handouts • Provide an overview on the impact of caregiver response on child behavior <ul style="list-style-type: none"> ○ Caregivers have 3 basic choices in how to respond to a child's behavior: Reward it, Ignore it, or Punish it. The goal is to optimize use of these through plan-full responding. ○ Taking time to plan responding is so important as "Heat of the Moment" approaches can backfire. For example, who has witnessed a parent (or done it themselves!) get onto a child only to result in the child doing the behavior more? ○ Effective rewards – Desirable; Explicit; Contingent on behavior; Change/Vary ○ Ignoring – Only use with behaviors you want to decrease that are not harmful to the child or others; Expect a burst in misbehavior as the child attempts to test the parent's ability to continue ignoring; Consistency is the key to effective planned ignoring. ○ Punishment – Only use when rewards and praise are in place; Punishment is immediate & Short-term; Undesirable • Guide caregivers through creating a child behavior plan. <ul style="list-style-type: none"> ○ State rule explicitly. (Exactly what will they see to know their child is following the rule?) ○ What is the reward for following the rule? (Provide immediate praise if there is a delayed reward) ○ What is the consequence for breaking the rule? ○ Plan for introducing the behavior plan to their child (Role play this conversation with a caregiver) • Inform that expectations, rewards, & consequences change as their child grows. While time-out is a great consequence for young children, removing privileges works better for older children. • Time frame is key! • Immediate labeled praise is the best tool caregivers have. 					