TF-CBT Brief PRACTICE Checklist

Therapist Identifier: _____

TF-CBT Treatment Component	Session #:	1	2	3	4	5	6	7	8	9	10
	Date:	/	/	/	/	/	/	/	/	/	/
Caregiver participation: Therapist met (face-to-face or via telephone) with caregiver for 15 minutes or longer.											
P: Therapist provided psycho-education (e.g., directive education about the traumatic event, normal reactions to trauma, etc.; education to instill hope)											
General info re: abuse, trauma; specific info re: trauma child experienced **(GE) and the child's reactions to his/her personal experience of the trauma**											
Common emotional, behavioral, and physiological responses.											
Info about child's symptoms and diagnosis.											
Description of components of TF-CBT, session structure, treatment length											
Engaged family (e.g., found out what child liked, what motivates the family, etc.)											
P: Therapist provided parenting skills (e.g., praise, selective attention, time out, contingency reinforcement plans) and asked parent about their reactions to the child's traumatic experience											
R: Therapist explained the physiology of relaxation and rationale for relaxation techniques; instructed on methods of relaxation											
Discuss ways that relaxation skills can help child with trauma reactions **(GE); suggest that child use relaxation skills when they have trauma reminders**											
A: Therapist assisted child in accurately identifying their feelings, and various ways of regulating their emotions (e.g., imagery, thought stopping, positive self-talk)											
Accurately identify and express a variety of feelings (positive and negative, in youth's words) (e.g. feelings brainstorm, Color My World, etc.)											
Link feelings to situations, body and facial expressions											
Teach how to rate intensity levels of emotions (e.g. SUDS, feeling thermometer)											
Teach skills of managing emotions and difficult affective states (e.g. positive self-talk, enhancing child's sense of safety, etc.)											
Teach skills to identify/cope with array of feelings associated with trauma **(GE)**											
C: Therapist reviewed skill of cognitive coping											
Educate child on the distinction and relationship between thoughts, feelings and actions (e.g. acknowledge internal dialogues; introduce cognitive triangle)											
Help the child generate alternative thoughts that are more accurate or helpful, in order to feel differently; discuss how to apply to real life											
T: Therapist worked on a trauma narrative (TN) the child **(GE)**											
Introduce rationale for TN; initiate TN (e.g. title page, timeline/table of contents)											
Encourage child, in calibrated increments, to include more details of trauma											
Re-read the TN at the beginning of ***each*** session **(GE)**											
Ask about and add in thoughts and feelings throughout the TN											
Include worst memory/worst moment											
Use cognitive processing techniques to modify distortions throughout the TN											
Include piece on making meaning (e.g. what they've learned, how they grew)											
As TN develops, read each new draft to supportive caregiver in collateral sessions											
I: Therapist developed in-vivo desensitization plan to resolve generalized avoidant behaviors											
C: Conjoint child-parent session: sharing trauma narrative with parent/caregiver											
Prepare caregiver and child separately for joint session in which TN is shared											
Hold joint session (e.g., re-read TN, model praise, discuss questions prepared by both child and caregiver, praise and celebrate progress made)											
E: Therapist addressed child's sense of safety (e.g. safety skills and safety plan)											
Teach personal safety skills and assertive communication; increase awareness											
Teach problem-solving skills and/or social skills as needed by the child											

Citation: Deblinger, E, Cohen, J, Mannarino, A, Murray, L, and Epstein,C. (March 2008). Revised: September 2008.

TF-CBT Brief PRACTICE Checklist

Therapist Identifier: _____

TF-CBT Treatment Component	Session #:	11	12	13	14	15	16	17	18	19	20
	Date:	/	/	/	/	/	/	/	/	/	/
Caregiver participation: Therapist met (face-to-face or via telephone) with caregiver for 15 minutes or longer.											
P: Therapist provided psycho-education (e.g., directive education about the traumatic event, normal reactions to trauma, etc.; education to instill hope)											
General info re: abuse, trauma; specific info re: trauma child experienced **(GE) and the child's reactions to his/her personal experience of the trauma**											
Common emotional, behavioral, and physiological responses.											
Info about child's symptoms and diagnosis.											
Description of components of TF-CBT, session structure, treatment length											
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Teach how to rate intensity levels of emotions (e.g. SUDS, feeling thermometer)											
Teach skills of managing emotions and difficult affective states (e.g. positive self-talk, enhancing child's sense of safety, etc.)											
Teach skills to identify/cope with array of feelings associated with trauma **(GE)**											
C: Therapist reviewed skill of cognitive coping											
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