Trauma-Focused Cognitive Behavioral Therapy Training Part 2

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Adapted from Cohen, Mannarino, and Deblinger, 2017

1

Goals for Part 2

Participants will:

1. Improve clinical skills in implementing the following TF-CBT treatment components: Psychoeducation, Parenting Skills, Relaxation, Affective Expression and Modulation, and Cognitive Coping and Processing
2. Describe resources for implementing the PRAC components with clients
3. Identify cultural and developmental factors that impact treatment

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2

TF-CBT PRACTICE Components

P **sychoeducation and parenting skills**
R elaxation
A ffective expression and modulation
C ognitive coping and processing
T rauma narration & processing
I *n vivo* mastery of trauma reminders
C onjoint child-parent sessions
E nhancing future safety and development

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Psychoeducation

- Primary goals:
  - Normalize both the child's and parent's response to the traumatic events
  - Reinforce accurate cognitions about what occurred
- Begins during first session and continues throughout treatment
- Helps instill hope for child and family recovery
- Gradual exposure: calling the trauma by its name and talking openly about trauma

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Steps Included in Psychoeducation

- **Step 1** - provide general information to both the parent and the child about the traumatic event (what is it called, frequency of trauma, who typically experiences it, and what causes it)
- **Step 2**– provide information about common emotional and behavioral responses to the traumatic event, including trauma reminders
- **Step 3** – provide specific information about the child's symptoms and efficacy of model
- **Step 4** – provide strategies to the child and parent to manage current symptoms

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Cultural Considerations for Psychoeducation

- More in-depth psychoeducation about therapy process for those with limited exposure/understanding
- Address any misconceptions about therapy
- Explore family's beliefs about causes of trauma and symptoms, use of any folk healing practices
- Explore family's views on talking about trauma and/or sexuality
- Provide rationale for TF-CBT and assure family that treatment will be respectful of and will incorporate their beliefs and values

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Developmental Considerations for Psychoeducation

- Educational materials/books/activities to fit child's developmental level
- Educate parents on trauma reactions at different stages of child development and how trauma can impact developmental trajectory
- Educate parents about normative fears to reduce tendency to link all problems to trauma

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Psychoeducation Resources

- **www.nctsn.org**: handouts/fact sheets for parents, video: The Promise of Trauma-Focused Therapy for Childhood Sexual Abuse
- What is Trauma? Psychoeducation for Kids!: https://youtu.be/jJ8Hxglh0jQ
- Sesame Street: https://sesamestreetincommunities.org/topics/traumatic-experiences/
- *Once I Was Very, Very Scared: https://piploproductions.com/*
- *No More* Campaign (https://nomore.org)
- Fact Sheets on Child Sexual Abuse, Domestic Violence, etc.

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Psychoeducation Resources

9

[redacted]

Never Give Up: A Complex Trauma Film by Youth for Youth
https://youtu.be/vBXaYdQfv3A

10

Psychoeducation

https://upsettingrapeculture.com/

11

Psychoeducation Resources for Telehealth and the Pandemic

- Screen sharing: fact sheets, reading books, watching videos
- Read books: e-format (Kindle Cloud), scan pages and create PDF, or hold book in front of camera
  - https://piploproductions.com/trinka-and-sam-virus/
- Games
  - https://jeopardylabs.com/play/tf-cbt-psychoeducation-11
  - Therapy Trivia (https://telehealthfortrauma.com)
  - Make your own game
- https://tfcbt.org/telehealth-resources/ (TF-CBT Workbooks)
- Coronavirus Workbook
- The Germ that Wears a Crown: http://fsustress.org/ebook.html

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Parenting Skills Training

- Rationale: trauma-related behavior problems
- Include psychoeducation about how trauma can impact child behavior
- Help parent identify and understand trauma reminders
- Emphasize importance of reframing and modeling
- Highlight parent's power to improve child behavior
- Enhance positive parenting to increase emotional support for child
- Mindful parenting
- Based on clinical observation and child and parent report, therapist tailors parenting skills to fit dyad's needs

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Caregiver Considerations

Possible reactions to child trauma
- Self-blame and guilt
- Inappropriate child blame
- Powerlessness
- PTSD Symptoms
- Vicarious trauma symptoms
- Concern that child will never be the same
- Change in parental supervision (Protectiveness vs. permissiveness)

Cindy Rollo, 2021

14

Cultural Considerations for Parenting Skills

- Explore parents' beliefs and experiences related to child rearing practices
- If parent has a more authoritarian parenting approach, you can reframe parenting techniques (i.e., instead of ignoring you can reframe as "silent treatment")
- Try to engage all family members who discipline child in this component of treatment
- Align with parents around common goals

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Gradual Exposure: Recognize and Respond to Trauma and Loss Reminders

- Connect the youth's behavioral and emotional problems to trauma experiences.
  - Listen and look for specific trauma and loss reminders that might connect to a child's reaction.
  - People, situations, places, or things that evoke past traumatic events
  - Help your child become aware of internal and external cues connected to their specific triggers.
- Connect parenting-related emotions and behaviors to the child's/parent's traumatic experience
  - ***Recognize your own triggers and the impact of those on your parenting.***

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16

A Child's Perspective of a Traumatic Experience

https://sesamestreetincommunities.org/activities/responses-trauma-age-age-video/

17

The Invisible Suitcase

- Children who have experienced trauma often carry negative beliefs and expectations about themselves, caregivers, and the world based on their past experiences.
- These negative beliefs and expectations often lead to challenging behaviors, including reenactment behaviors.
- Caregivers can repack the suitcase by providing disconfirming experiences with positive replacement messages, consistency, and calm responses.
- Caregivers also need support!

NCTSN: Caring for Children Who Have Experienced Trauma
http://nctsn.org/products/caring-for-children-who-have-experienced-trauma

18

Parenting Skills: Praise/Encouragement

- Praise a **specific** behavior
- Praise the effort not the outcome
- Provide praise ASAP after behavior occurs
- Do not qualify your praise
- Praise with higher level of intensity than criticism

In sessions:

- Praising parents/caretakers models helpful interactions with their children
- End the session with something positive
- ***Don't move into discipline strategies until the caregiver has increased the use of praise***

19

Trauma-Informed Approach: "Time In"

- Identify trauma reminders, reduce exposure when possible, assist child with coping plan when exposure is unavoidable
- Establish safe place in home for calming
- Identify signs when child is starting to become agitated or distressed
- Help child practice coping skills to calm down
- When child is already distressed:
  - Remove from overstimulating situation
  - Tone down emotional intensity
  - Physical contact when appropriate
  - Help child learn how to emotionally regulate by practicing relaxation with child

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Understanding the Relationship Between Behavior and Trauma

- What helps the child survive?
  - Assumption of danger and self protective stance.
  - Rapid mobilization in the face of perceived threat (Fight, Flight, Freeze).
  - Development of alternative strategies to meet developmental needs. Curriculum - Blaustein
- Acknowledge that previous attempts were best effort to self-regulate.
- View dysregulation as response to stress instead of willful misbehavior. Kliethermes & Wamser, 2013

Cindy Rollo, 2020

21

Functional Behavioral Analysis

- Child behavior functions to achieve desired goal or avoid negative consequence
- Behaviors that are rewarded or reinforced will persist
- Therapist evaluates ABC's
  - Start with Behavior (specifics, severity, consistency)
  - Antecedents: context of behavior, triggers
  - Consequences: parent's thoughts and feelings, child's response, what purpose does the behavior serve?
- Determine target areas for intervention

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Support for Caregivers

- Self-care plans
- Coping skills
  - https://www.psyberguide.org
  - Mental Health and Coping during COVID-19:
    - https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html
  - Coping with Coronavirus Stress:
    - https://www.psychologytoday.com/us/blog/modern-mentality/202003/coping-coronavirus-stress
- Community resources

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Parenting Skills with Zoe

A. Zoe seems to be triggered whenever her foster mom says no. She becomes dysregulated, yells at her foster mom, and sometimes breaks things in the house.

B. Zoe refuses to go to bed at a reasonable hour. She stalls when it is time to get ready for bed, and her foster mom often finds her reading in bed with a flashlight long after her designated bed-time.

1. How can you help foster mom understand what is driving these behaviors?
2. What supports could help foster mom cope with Zoe's behaviors?
3. What parenting strategies would be most helpful to address these behaviors?

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Stress Inoculation Techniques (SIT)

- Personalized relaxation skills
- Feelings identification
- Affective modulation skills
- Grounding and mindfulness
- Thought stopping, positive self-talk, and cognitive coping

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Relaxation

Goals:

- Reduce physiologic manifestations of stress and PTSD
- **Reduce distress related to trauma reminders**
- Can be used at anytime so youth will probably need more than one skill to use
- Can be coupled with other skills like feeling expression or cognitive coping during the trauma narrative component

27

Relaxation Steps

- Increase understanding of normal body responses to stress
- Increase awareness of body cues and identification of trauma triggers
- May have difficulty distinguishing stressed from relaxed state
- Reduce distress related to trauma reminders
  - Lowers the body's alarm reactions
  - Develop more than one skill to use
  - Supports Gradual Exposure

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Listening to My Body

https://www.youtube.com/watch?v=-B6Rik-TA-Q&t=52s

29

Relaxation Skills Training

- Validate skills previously used
- May start using relaxation skills without gradual exposure---then introduce GE
- Develop individualized relaxation strategies for manifestations of stress (headache, stomach ache, dizzy, racing heart, etc.)
  - Focused breathing/mindfulness/meditation
  - Progressive muscle relaxation
  - Physical activity
- Gradual Exposure:
  - Identify relaxation strategies that work when the child has trauma memories or experiences trauma cues

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Professional football player, Joe Barksdale, finds Calm

https://www.youtube.com/watch?v=ctwbZ87Xx88

31

Relaxation

- Importance of practice
- One strategy
  - Child rates level of distress prior to practice
  - Child practices for 10-15 minutes
  - Child re-rates level of distress
- Child keeps simple chart of practice sessions
- If not successful, consider other relaxation strategies

32

Relaxation: Work with Caregivers

- Identified strategies should incorporate family and client cultural values, beliefs and strengths
  - Use of culturally-appropriate imagery and examples
  - Use of spirituality where appropriate
  - Encourage parents to use relaxation
    - When they are upset or overwhelmed by vicarious trauma symptoms
    - To reinforce children to use and practice the strategies that are helpful with trauma memories or cues
- Have child teach their parent relaxation skills
- Encourage the family to practice skills between sessions. Make it fun!

33

Developmental Considerations: Latency Age and Teens

- MUSC Resources (https://telehealthfortrauma.com):
  - Progressive muscle relaxation: PMR Slides, Carnival Script
  - Relaxation Breathing for Soccer
- Yoga Pretzels, guided imagery, art
- Stop Relax and Think
- Music
- Physical activity
- Resources for teens:
  - http://doasone.com/
  - PMR Video: http://www.youtube.com/watch?v=TwCITgdBzI4
  - F*ck That: An Honest Meditation: https://youtu.be/92i5m3tV5XY
  - Honest Meditation: Let It F*cking Go: https://youtu.be/CmKHA1WHe9U
  - Virtual Calming Room https://calmingroom.scusd.edu/
- GIPHS
  - https://media.giphy.com/media/yzvVXSvrg7JxC/giphy.gif
  - https://media.giphy.com/media/11upUw4jBRn6hi/giphy.gif
- Apps:Calm, Meditopia, Headspace, Breethe, Relax and Sleep Well, MindShift, Take a Break! Guided Meditations for Stress Relief, BellyBio Interactive Breathing, Relax Melodies, Take a Chill, Calm, Calm in the Storm: Stress Management

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Kobe Bryant: The Power of Sleep & Meditation

https://www.youtube.com/watch?v=LdrVVJPlUK4

35

"Just Breathe"

https://www.youtube.com/watch?v=RVA2N6tX2cg&feature=emb_logo

36

Progressive Muscle Relaxation with Kids

Squeeze a lemon

Resource created by the MUSC Telehealth Outreach Program

MUSC Medical University of South Carolina

37

Stretch like a cat

Resource created by the MUSC Telehealth Outreach Program

MUSC Medical University of South Carolina

38

Hide in your shell

Resource created by the MUSC Telehealth Outreach Program

MUSC Medical University of South Carolina

39

Developmental Considerations: Young Children

- Younger children will need more concrete and active exercises
- Interventions:
  - Sesame Street (Belly Breathing with Elmo, Count, Breathe, Relax; I Can Calm Myself Down)
  - Yoga Pretzels
  - Bubbles, pinwheels,
  - Robot/Ragdoll, The Hokey Pokey
  - Relax, Cosmic Kids Yoga: http://www.cosmickids.com/
- Conjoint sessions to reinforce skills and empower children to teach caregivers how to relax

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Sesame Street: Common and Colbie Caillat "Belly Breathe" with Elmo
https://youtu.be/--mZbzDOpylA

41

TF-CBT PRACTICE Components

- **P** sychoeducation and parenting skills
- **R** elaxation
- **A** **ffective expression and modulation**
- **C** ognitive coping and processing
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Affective Expression and Modulation: Main Objectives

1. Develop and/or expand emotional vocabulary
2. Learn to recognize and share their own emotions with others
3. Accurately identify and/or inquire about emotions in others
4. Learn to effectively manage their emotional distress
5. Identify and express emotions when there are trauma reminders

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Feeling Identification

- Kids often don't have vocabulary for different emotions or intensity of emotions
- Helps kids identify and express a range of affective states
- How many feelings can you list in one minute?
- Do2learn.com: **http://www.do2learn.com/organizationtools/EmotionsColorWheel/index.htm**
- Gradual exposure: include feelings about the trauma
- Positive engagement: therapist joins with child and models healthy expression of feelings

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Rating Intensity of Emotions

- Emotions Thermometer
- SUDS
- Body Pictures
- Empty/Full Containers
- Pebble, Rock, Boulder
- Blended, masked, double dip feelings
- Red, Yellow, Green
- Weather

45

Gradual Exposure

- Recognize the connection between feelings and the child's trauma reminders and help them identify common trauma triggers that lead to distressing emotions.
- Incorporate affective modulation strategies for trauma reminders.

46

Thought Redirection

- Goal is to short circuit the cycle of negative thinking which is often problematic for traumatized children
- Coping skill for dealing with trauma reminders
- A powerful tool in preparing the child for cognitive processing (CP) interventions, because it teaches children that they *can have control over their thoughts*.

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Thought Redirection (continued)

- Step 1: Interrupting unwanted thought, either verbally and/or physically
- Step 2: Replace that unwanted thought with a welcomed one
  - A special happy event, place, or experience (birthday, beach, pitching the perfect game, etc.)
  - Can also draw picture of safe place to think about when negative thought arises
- Practice in session and as homework when overwhelmed/distressed about trauma (not to promote avoidance)

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Grounding Skills

- To reduce dissociation and depersonalization
- Being in the moment – reconnect with the here and now
- Engaging the five senses:
  - See: look at picture or object and describe details
  - Smell: smell something strong (candle, cinnamon)
  - Touch: touch different textures, feel feet on floor
  - Hear: tune in to therapist's voice, music, any sound in current environment
  - Taste: taste a strong flavor – mint or piece of gum

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Coping Skills: 5, 4, 3, 2, 1 Grounding Technique: https://youtu.be/8lM8pgMgjEs

50

Mindfulness Skills

- Decreases impulsivity and problems with self-regulation
- Increases ability to sustain attention on particular activity, thought, or feeling in the present moment
- Minimizing distracting thoughts without judgment
- Activities
  - Mindful eating (i.e., M&M)
  - Mindful walking (pairing breath with step)
  - Counting backwards by 3
  - Jumping quadrants
  - Memory Game, Bop, Pictionary
- Resources:
  - Cosmic Kids Zen Den: http://www.cosmickids.com/
  - Mindful Kids, Mindfulness Cards
  - Mindfulness for Teens: http://mindfulnessforteens.com/

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Cultural Considerations

- Assess cultural values that may impact expression of feelings (i.e., gender roles)
- Educate parent and child about benefits of healthy emotional expression and coping skills
- Use of culturally-appropriate feelings books/activities and expressing feelings in multiple languages

- https://matchthememory.com/feelingsspan

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Developmental Considerations: Young Children

- Color My World/Heart, Feelings Charades, Feelings Basket, Feelings Abacus, Scavenger Hunt, "If You're Happy and You Know It," Inside Out
- Sesame Street
  - Name that Emotion with Murray: https://youtu.be/ZxfJicfyCdg
  - Elmo Shows Emotions with Zoe, Bert, and Big Bird
- Conjoint sessions to reinforce skills and enhance communication about emotions
- Educate parents about social/emotional development and age-appropriate expectations

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Inside Out: Guessing the Feelings
https://youtu.be/dOkyKyVFnSs

54

Developmental Considerations: Latency Age Children

- Latency age: board games, art
- Coping Skills for Kids: Free Family Activities E-Book: https://copingskillsforkids.com/coping-with-coronavirus
- Mindful Wordplay
- Therapy Scavenger Hunts
- Music/media
- Physical outlets
- Apps: Emotions & Feelings Chart, Kids Coping Skill Puzzle, Kids Mindfulness Meditations, Positive Penguin
- Feelings Charades

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Feelings Charades

1	2	3
4	5	6
7	8	9
10	11	12

Resource created by the MUSC Telehealth Outreach Program

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MEDIUM 30 pts

Show your EXCITED face and tell about the last time you felt excited.

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Affective Expression and Modulation for Teens

- Identifying our Feelings: https://youtu.be/VL5MvZKgVZAS
- Music
- Journaling
- Selfies, emojis, Bitmojis, memes, Giphs
- Web-sites for teens:
  - 99 Coping Skills: https://www.yourlifeyourvoice.org/pages/tip-99-coping-skills.aspx
  - http://teenshealth.org/teen/your_mind/#cat20122
  - http://www.bestteenpoems.com/poems/feelings/
- https://www.unicef.org/coronavirus/how-teenagers-can-protect-their-mental-health-during-coronavirus-covid-19
- Apps: Mood Tracker, Mood Balance: Journal, Tracker; Virtual Hope Box; Cope with It; Coping Skills; Headspace; #Mindful; Mindfulness Coach; Mindfulness

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Affect Modulation with Caretakers

"Always had difficulty expressing my anger. Even before the botox injections."

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Affective Expression and Modulation for Caregivers

- Look for and praise child's efforts to express their emotions verbally
- Help parents practice reflective listening
- Therapist models appropriate affective regulation
- Discuss cultural norms/concerns related to affective expression
- Role play with caregiver to support child with appropriate affective expression
  - Sadness
  - Anger

60

Coping Skills for Caregivers

- Parents taught healthy ways to express and modulate their own feelings about the trauma – therapist helps parent verbalize emotions in session
- Parents learn appropriate ways to seek support for themselves
- Coping skills include: self-soothing, positive self-talk, exercise, thought stopping, prescribed worry time, journaling

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Affect Regulation with Zoe

- Zoe continues to react to trauma reminders at home and in school and has gotten into altercations with peers, teachers, and her foster mom. Zoe struggles with feeling overwhelming anger toward her mother and stepfather.
- How can you help Zoe manage her trauma reminders and anger in healthier ways? How can you involve her foster mom and teachers in the plan?
- Choose one intervention for reporter to share with larger group.

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Cognitive Coping and Processing

Goals:
For the child and caregiver:

- To identify their thoughts
- Understand how to replace unhelpful and inaccurate thoughts with helpful/adaptive thoughts.

64

Cognitive Processing (Part I)

- Educating children and parents about the connections between thoughts, feelings, and behaviors
- Step 1: Increase awareness of one's thoughts and internal dialogue or self-talk
- Step 2: Recognize the distinction and relationship between thoughts and feelings
- Step 3: Identify thoughts as positive or negative
- Step 4: Help kids and parents view everyday events in more accurate and helpful ways (generating alternative thoughts)
- Step 5: Kids and parents practice using cognitive processing in upsetting situations

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Cognitive Work with Kids - Identifying Thoughts

How to get kids to talk about their thoughts:

- Use kid language
- Adjust to their developmental level and be creative!
  - What do you think about when you're _____(insert feeling)?
  - Are there any thoughts or pictures that go through your mind?
  - What popped into your head? What did you say to yourself?
  - What went through your head?
  - Use a cartoon bubble and fill it in
  - http://www.cosmickids.com/category/watch/?video_category=mindfulness&changed=video_category

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Thought Bubbles

http://www.cosmickids.com/category/watch/?video_category=mindfulness&changed=video_category

67

Cognitive Coping

- This is one exception to GE in PRAC components
  - Children are <u>not</u> asked about their trauma-related cognitions until the trauma narration and processing component
- Why? Dysfunctional thoughts are more likely to be expressed during the narrative than before.
  - Communicate to child that trauma-related cognitions will be addressed later in treatment
  - Validation, empathy, and support
  - Psychoeducation
  - Relaxation

68

Cognitive Triangle: Thoughts, Feelings, and Behaviors

What examples would be relevant for the youth you work with?

69

Examples to Illustrate Cognitive Triad

- A child did poorly on an exam at school
  - What are some reasons for this?
    - "I'm stupid" (thought) – how does this make you feel? What do you do?
    - The test was unfair (thought) – how does this make you feel? What do you do?
    - I didn't study hard enough (thought) – how does this make you feel? What do you do?

- You're in the lunchroom and are walking over to a table where your classmates are sitting. They start laughing
  - What are some reasons for this?
    - What goes through your head when they start laughing?
    - How does that make you feel? What do you do?

70

Narato's: Thoughts, Feelings, and Behaviors

- Narato didn't grow up with his parents. They died in the war.
- People didn't treat him right
- They would talk about his father. (mad/angry, "They are trying to get my out of my character")
- People would make fun of him and talk about him. (sad, "I don't have friends. They don't understand me"

He would fight

71

Narato's and Client's Affirmations

I can protect people

The hard times have stopped

I am a nice person

I'm powerful

I have chakra

I have a lot of energy

I can throw really good

I'm a nice person

I like making stuff

I'm a good friend

72

Cognitive Triangle Clip

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73

Thoughts → Feelings!

What feelings would follow this thought?

That dog is staring at me. He looks mean. I bet he wants to jump on me or bite me!

FEELING =

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Thoughts → Feelings!

What feelings would follow this thought?

That dog is staring at me. He looks mean. I bet he wants to jump on me or bite me!

FEELING =

ACTION =

Resource created by the MUSC Telehealth Outreach Program

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Thoughts → Feelings!

What feelings would follow this thought?

That dog is looking at me. He seems interested and friendly. I bet he wants to play!

FEELING =

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Thoughts → Feelings!

What feelings would follow this thought?

That dog is looking at me. He seems interested and friendly. I bet he wants to play!

FEELING =

ACTION =

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Thoughts → Feelings!

What feelings would follow this thought?

Add a situation/image

FEELING =

ACTION =

Resource created by the MUSC Telehealth Outreach Program

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Sad Cat Diary: https://youtu.be/PKffm2uI4dk

79

Recognize

- Personal, Pervasive, Permanent
- All or nothing thinking
- Jumping to conclusions
- Catastrophizing
- Discounting and filtering
- Personalization/self-blame
- Should statements
- Minimizing
- Generalization
- **Resources:**
  - The "What Are You Thinking Team" handout
  - CBT Animals worksheets and stories

80

Cognitive Coping Resources

You can download the free *TF-CBT Triangle of Life* app from iTunes and Google Play stores

81

EXAMINING THE EVIDENCE

When you feel sad, angry, worried, or anxious, what thoughts are going through your head? What are you saying to yourself? Just because you have a thought, it doesn't mean the thought is automatically true or that you have to keep thinking that way. You can examine the evidence to see if #1The thought is true and #2The thought is helpful to you.
Try doing this below. First write a thought that makes you feel upset.

Write down or tell your therapist the evidence in the chart below.

Evidence that the thought is true	Evidence that the thought might not be true	Evidence that the thought is helpful to you	Evidence that the thought is not helpful to you

What did you learn about your thought? If the evidence shows that the thought might not be true and/or helpful, what would be a more true/more helpful thought?

82

Developmental Considerations for Cognitive Coping

- Use concrete examples: thoughts are when your brain talks to you
- Activities to identify thoughts, feelings, and actions using body parts
- Puppets (three-headed dragon)
- "Who made it happen?"
- Use stories like "The Little Engine That Could," "The Can-Do Duck" or "The Hyena that Lost her Laugh"
- Red light green light activity
- Cartoon/thought bubbles

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Cultural Considerations for Cognitive Coping

- Discuss coping styles preferred by family and/or culture (e.g., avoidance, escapism, fatalism)
- Examine pros and cons of different approaches
- Use of culturally relevant examples, stories, sayings/proverbs (*dichos*, *cuentos*: The Little Red Ant)

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Wise Cognitive Coping

"One evening an old Cherokee told his grandson about a battle that goes on inside people. He said, "My son, the battle is between two wolves inside of us all. One is Evil. It is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego. The other is Good. It is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith." The grandson thought about it for a minute and then asked his grandfather: "Which wolf wins?' The old Cherokee simply replied, "The one you feed."

85

Cognitive Coping and Processing with Caregivers

Angie decides not to talk to herself.

86

Cognitive Coping and Processing with Caregivers

- Teach same content to caregiver as child
- Talk to parents about some common cognitive distortions and automatic thoughts
- Help parent generate more accurate and helpful alternatives for his/her own distortions and child's distortions
- Use thought recording/journaling

*Can start working on caregivers' trauma related unhelpful and inaccurate thinking at this point.

87

Closing Activity

- Share with the group
  - One thing you learned today or one new TF-CBT skill or intervention you plan to try
  - One thing you hope to learn in the next session?

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88

Questions

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89