Psycho-education:
Begins at first phone call
3 Major Topics to cover with both kids and caregivers, first separately and then together:

1. Impact of trauma
    a. tie to assessment- why are you asking about trauma symptoms-> symptoms are normal expected responses
    b. Explain why certain things become trauma reminders (Snakes and sticks)
    c. Explain why people remain hypervigilant after a trauma experience (Winter coat in Florida or wearing oven mitts all the time after being burned)
    d. Explain avoidance and how it doesn't work (natural to avoid discussion because it feels bad so keep it down like a beach ball but takes all your energy and when you let it go for just a moment, it pops up and hits you in the face.) Also, brain tells you if you avoid people, places or things that were present at time of trauma experience (trauma reminders) you will not experience the trauma again
    e. Explain why people have changes in cognitions and mood (thinking the world is dangerous or you can't trust people decreases risk of repeating the experience)
    f. Trauma memory takes over (like a bully)- the less you talk about it, the bigger it grows in your mind. You have to work harder and harder to manage the symptoms which are really just your brain's way of managing the memory (vicious cycle- only way out is to talk about it and shrink the impact of the memory)
2. TF-CBT
    a. Caregivers significant part of treatment
    b. Confidentiality is different- the goal is to open positive communication between child and caregiver about the trauma experience
    c. Components based model- sequentially build skills and knowledge, gradually talking more and more about the details of the memory (just like learning to surf or lift weights or play basketball-> all are a combination of gradually learning skills and applying those skills to more and more challenging tasks to build strength/ competence
    d. Brief!
    e. Meet with children and caregivers separately and together
    f. Agenda-driven- Minimize COWS (crises of the week),
3. Information specific to child's trauma type
    a. Use Socratic questioning to learn child's beliefs about this trauma type
    b. Use Socratic questioning to provide useful additional information:
        i. What is this trauma type (sexual abuse, domestic violence, etc)?
        ii. Who experiences this trauma type (sexual abuse, domestic violence, etc)?
        iii. Who perpetrates this trauma type (sexual abuse, domestic violence, etc)?
        iv. Why does this trauma type (sexual abuse, domestic violence, etc) happen?
        v. How do kids feel when this trauma type (sexual abuse, domestic violence, etc) happens?

vi. What do kids worry about when this trauma type (sexual abuse, domestic violence, etc) happens?
vii. How do kids behave when this trauma type (sexual abuse, domestic violence, etc) happens?
viii. Why don't kids tell when this trauma type (sexual abuse, domestic violence, etc) happens?