



YOUR VERY OWN TF-CBT WORKBOOK

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Your Very Own TF-CBT Workbook

Introduction

This workbook has been developed for use with children ages six to twelve who have experienced one or more traumatic events. The activities in the workbook correspond to the treatment components of the Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) model, which was developed by Judith Cohen, Anthony Mannarino, and Esther Deblinger (Cohen, Mannarino, & Deblinger, 2006). The intended use of the workbook is by master's level mental health professionals who have also had training in TF-CBT and have read the manual on TF-CBT (cited above).

The workbook was created as a supplemental resource to assist therapists as they work through each component of the TF-CBT model with their child clients. This workbook is one of the many resources that therapists can use in implementing TF-CBT, and the manual cited above provides an extensive list of books, activities, and other therapeutic aids. The workbook intends to provide a helpful framework to cover each component of TF-CBT, but other resources and activities should also be utilized as clinically indicated (i.e. play therapy, role plays, movement therapy, audio relaxation exercises, therapeutic board games, etc). Get creative! As always, clinical judgment takes precedence. Some of the activities included in the workbook may not be appropriate for all children, and flexibility needs to be balanced with fidelity to the treatment model.

The workbook activities were developed for implementing the components of the TF-CBT model: psycho-education, affective regulation and modulation, relaxation, cognitive coping and processing, creating a trauma narrative, cognitive processing of the traumatic experience(s), *in vivo* mastery of trauma reminders, conjoint sessions, and enhancing future safety and development. The child and parent will initially need some orientation to TF-CBT, and issues of confidentiality and sharing of the child's work need to be discussed from the outset. The workbook can be completed over the course of 12-20 weeks, depending on the length of each session and the age/attention span of the child. Keep in mind that some traumatized children may require other types of treatment before, during, or after TF-CBT. The workbook activities correspond to the components of the TF-CBT model as follows:

Orientation to Therapy and TF-CBT, Engagement	Pages 1-3
Psycho-education on Trauma and Reactions to Trauma	Pages 4-5
Feelings Identification	Pages 6-8
Feelings Ratings and Affect Modulation	Pages 9-11
Relaxation, Progressive Muscle Relaxation, Deep Breathing	Pages 12-14
Positive Imagery and Thought Stopping	Pages 15-16
Cognitive Processing	Pages 17-20
Creating the Trauma Narrative	Pages 21-23

Processing the Traumatic Experience(s)	Page 24
<i>In Vivo</i> Mastery of Trauma Reminders	Page 25
Conjoint Session – Sharing the Trauma Narrative	Page 26
Conjoint Session – Enhancing Future Safety and Development	Pages 27-28
Goals, Review, Graduation	Pages 29-31

Following the structure of the TF-CBT model, the therapist meets individually with child each week to complete the above (and other supplemental) treatment activities. Then the therapist meets with the parent individually to work with the caretaker on the same component, to teach him/her the skills to support the child at home and for the caretaker to process his/her own feelings about the trauma. Sharing the activities completed by the child in the workbook each week can be a helpful way to work with the parent on the treatment components, in addition to supplemental resources geared toward parents. Parents usually appreciate seeing their children's artwork and writing, and sharing these provides the opportunity for the therapist to increase the parent's empathy and understanding of the child's experience. The children also generally like the fact that their parents will get to see their work. Again, use your clinical judgment if the child does not want you to share a particular page with a parent right away or if sharing is contra-indicated in any way. Some games or activities may be used during conjoint sessions in which the child and parent can practice and share together. For example, children may enjoy teaching their caretaker the Feelings Charades game (Page 8) or Belly Breathing games (Page 14) and playing together in session. It is important to have caretakers involved in the safety component (Pages 27-28). Again, flexibility is important!

Homework activities can be assigned each week for the child, caretaker, or dyad at the discretion of the therapist. The workbook includes a relaxation activity that is labeled as homework (it can also be taught or practiced in session) and recommends daily practice of the deep breathing techniques. You may create games for the dyad to play as homework, assign thought logs, etc. Use your imagination, and tap into the individual child's strengths and interests when planning your interventions.

For further information on TF-CBT and its components, please refer to the treatment manual:

Cohen, J.A., Mannarino, A.P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. New York: Guilford Press.

An additional resource is the on-line TF-CBT training at: <http://tfcbt.musc.edu/> .