

**Checklist for TF-CBT**  
**Intercept Center—Aurora Mental Health**

**Date**

**Psychoeducation**

- \_\_\_\_\_ Describe the model to the family including:
  - Short-term, trauma focused treatment model
  - Phases that will be covered in treatment
- \_\_\_\_\_ Discuss structure of treatment, including:
  - Duration of sessions
  - Format of sessions
  - Stress the importance of consistency in treatment
- \_\_\_\_\_ Address the child’s sense of safety and correct any misperceptions
- \_\_\_\_\_ Baseline trauma assessment; UCLA-PTSD Index
- \_\_\_\_\_ Provide psychoeducation regarding normal responses to trauma
- \_\_\_\_\_ Provide specific information regarding the specific type(s) of trauma experienced by the child

**Skills Development**

- \_\_\_\_\_ Teach feelings identification
- \_\_\_\_\_ Teach a method of identifying the intensity of feelings: numerical scale, line, arms
- \_\_\_\_\_ Provide deep (belly) breathing training
- \_\_\_\_\_ Teach deep muscle relaxation through analogy (cooked or uncooked spaghetti) or progressive muscle relaxation techniques
- \_\_\_\_\_ Teach thought stopping—child has control of their thoughts (remote control to stop and replace whatever is “playing”)
- \_\_\_\_\_ Teach positive self talk
- \_\_\_\_\_ Teach the cognitive triangle—connection between thoughts, feelings and behavior—run through a series of scenarios, working toward more accurate or helpful thoughts

**Narrating Trauma**

- \_\_\_\_\_ Provide information about the benefits of gradual exposure interventions
- \_\_\_\_\_ Review the feelings intensity scale and decide with the child when they want help reducing intensity
- \_\_\_\_\_ Develop a signal for when help is needed to reduce feeling intensity
- \_\_\_\_\_ Decide how the trauma narrative will be developed: pictures, writing, dance, song, etc.
- \_\_\_\_\_ Begin the trauma narrative with a first chapter that describes the child—All about Me
- \_\_\_\_\_ Do a second chapter on a relatively non threatening “trauma.” Use the baseline trauma assessment to direct progress through the narrative.

Note additional dates spent on basic trauma narrative:

\_\_\_\_\_

## **Processing Trauma**

Date

- \_\_\_\_\_ Work through the trauma narrative with the child adding thoughts and feelings
- \_\_\_\_\_ Assist the child in critically examining and appropriately modifying cognitive distortions (be aware of issues around causality or responsibility for the event)
- \_\_\_\_\_ Ask the child to describe the worst moment and be sure this is included in the narrative

## **Integrating Trauma work**

- \_\_\_\_\_ Have the child read the whole narrative to parent or coach
- \_\_\_\_\_ Help the child to listen to the parent/coach's feedback (not your fault, good job, etc)
- \_\_\_\_\_ Discuss what was learned in the course of treatment
- \_\_\_\_\_ Add what was learned to the end of the narrative
- \_\_\_\_\_ Process termination of treatment with child
- \_\_\_\_\_ Process termination of treatment with caregiver