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