

DEALING WITH TRAUMA: A TF-CBT WORKBOOK FOR TEENS

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DEALING WITH TRAUMA: A TF-CBT WORKBOOK FOR TEENS

Introduction

This workbook has been developed for use with teenagers who 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 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., role plays, movement therapy, audio relaxation exercises, therapeutic board games, music, etc). Get creative! As always, clinical judgment takes precedence. Some of the activities included in the workbook may not be appropriate for all teens, and flexibility needs to be balanced with fidelity to the treatment model.

The workbook activities were developed for implementing the PRACTICE components of the TF-CBT model: Psycho-education, Relaxation, Affective regulation and modulation, Cognitive coping and processing, Trauma narrative and cognitive processing of the traumatic experience(s), *In vivo* mastery of trauma reminders, Conjoint sessions, and Enhancing future safety and development. The teen and parent will initially need some orientation to TF-CBT, and issues of confidentiality and sharing of the teen'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 individual circumstances of the teen and family. Keep in mind that some traumatized adolescents 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 5-7
Psycho-education on Trauma and Reactions to Trauma	Pages 8-9
Relaxation, Progressive Muscle Relaxation, Deep Breathing	Pages 10-12
Positive Imagery	Page 13
Feelings Identification	Pages 14-16
Feelings Ratings and Affect Modulation	Pages 17-19
Thought Stopping	Page 20
Cognitive Processing	Pages 21-24
Creating the Trauma Narrative	Pages 25-27
Processing the Traumatic Experience(s)	Page 28
<i>In Vivo</i> Mastery of Trauma Reminders	Page 29

Conjoint Session – Sharing the Trauma Narrative
Conjoint Session – Enhancing Future Safety and Development
Goals, Review, Graduation

Page 30
Pages 31-32
Pages 33-35

Following the structure of the TF-CBT model, the therapist meets individually with the teen 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 teen at home and for the caretaker to process his/her own feelings about the trauma. Sharing the activities completed by the teen in the workbook 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 adolescent's artwork and writing, and sharing these provides the opportunity for the therapist to increase the parent's empathy and understanding of the teen's experience. Use your clinical judgment if the teen does not want you to share a particular page with a parent right away or if sharing is contraindicated in any way. Some games or activities may be used during conjoint sessions in which the teen and parent can practice and share together. For example, teens may enjoy teaching their caretaker the relaxation games (Page 8) or the Feelings Charades game (Page 12) 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 teen, 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 teen's strengths and interests when planning your interventions.

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

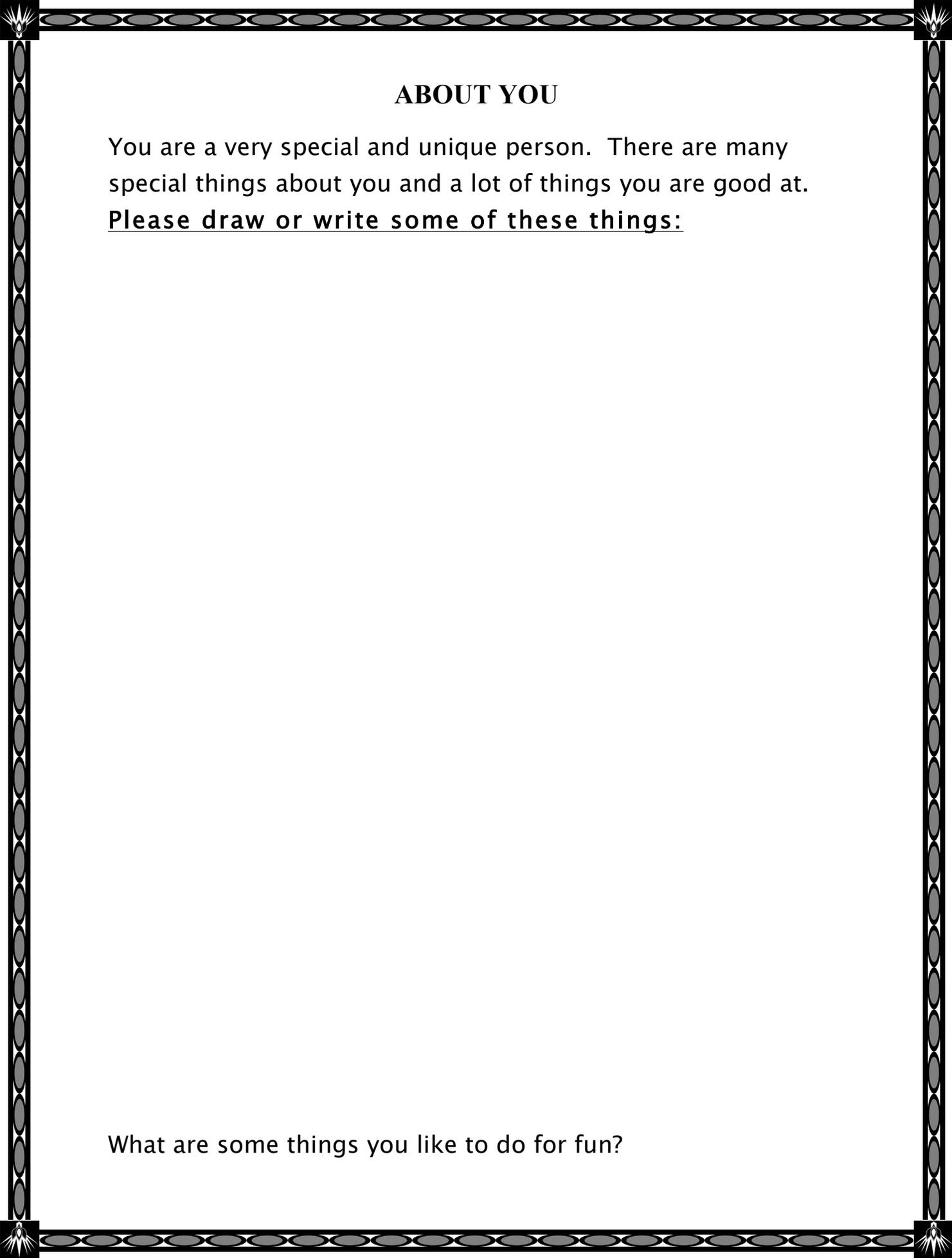
Cohen, J.A., Mannarino, A.P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. New York: Guilford Press.

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

WELCOME TO THERAPY

Therapy is a safe place to help you feel better about upsetting or confusing events that you have experienced. You will get to draw, write, and talk in therapy. You will learn many important things about: upsetting/confusing events, feelings, relaxation, and how to stay safe. You will also learn a lot about yourself: your thoughts, feelings, behaviors, and strengths. Please write about or draw a picture to show how you feel about being here today:

Do you have any questions about therapy?



ABOUT YOU

You are a very special and unique person. There are many special things about you and a lot of things you are good at.

Please draw or write some of these things:

What are some things you like to do for fun?



ABOUT YOUR FAMILY

Who do you live with? Who is in your family? What are some things you like about your family? What do you and your family like to do together? Please draw or write some of these things:

LEARNING ABOUT TRAUMATIC EVENTS

Upsetting/confusing events are also called traumas. Traumatic events can cause people to feel very afraid, upset, confused, helpless, angry, empty or numb. There are different kinds of traumas. Let's learn about the traumatic event(s) that you experienced. Your therapist will help you answer some common questions teens have about traumatic experiences. If you have experienced more than one type of trauma, your therapist will talk to you about how to understand these experiences.

What is it called?

What does that mean?

Who does this happen to?

Do a lot of teens experience this?

Why does this happen?

What can teens do if this happens to them?

Create your own questions here:

1.

2.

3.

4.

HOW DO TEENS FEEL AFTER TRAUMA?

Many teens have scary memories or dreams about trauma. Some teens also feel jumpy or nervous or angry. After trauma, a lot of teens watch out for danger and worry about bad things happening. Some teens also have trouble sleeping and paying attention in school. A lot of teens feel like they *DON'T* want to talk about or think about the trauma(s), but trauma memories pop into their minds anyway. When something reminds them of the trauma(s), teens may feel upset and may have strong reactions in their bodies (heart beating fast, stomach ache). Other teens may feel empty and numb, like they can't feel anything at all. They may use drugs or alcohol to try to deal with upsetting feelings.

Please circle any of the things above that *you* have experienced since the trauma (s). Then draw or write below what kinds of feelings you think teens have after these kinds of experiences:

What can teens do about these feelings?

WHAT IS RELAXATION?

Relaxation is about feeling calm and peaceful. After traumas happen, we often feel tense, jumpy, and worried. We feel better when we learn to relax our bodies and minds! This exercise teaches us how to relax using our muscles:

Sit comfortably in your chair with your arms at your sides and your feet planted on the floor. Close your eyes or look down at the ground while you do this exercise. Imagine that you have a ball of clay in your right hand. Squeeze that ball of clay as hard as you can! While you are squeezing, feel how tight the muscles of your hand and arm are. Count to five as you squeeze, then drop the ball of clay and let your hand hang loose. Feel the difference in the muscles of your hand and arm when they are relaxed. Repeat to yourself, "My hand is relaxed." Now do the same thing with your left hand. You can do this with all the parts of your body one at a time or all at the same time (your therapist will help you)! Which way would you like to do it? Don't forget to include all your muscle groups (arms, feet, legs, stomach, back, chest, shoulders, face).

Please draw two pictures of yourself below:

Tense/Tight/Stressed

Relaxed

What are some things you do that help you feel relaxed?

HOMWORK: LET'S RELAX

Many teens have trouble calming down or falling asleep at night. If this ever happens to you, practice this activity at home. A family member or friend can read it to you before bedtime or any other time when you want to relax.

Lie down or sit comfortably somewhere quiet and cozy (your bed, a couch). Breathe in slowly and out even more slowly. Close your eyes and imagine you are floating on a soft, fluffy cloud. You feel very safe on your cloud as it cradles your body like a hammock. Your whole body feels very relaxed and heavy. Notice your feet. Your feet feel very relaxed. Your feet feel so heavy that it would be hard to lift them if you tried. Now notice your legs. Your legs feel very relaxed. Your legs feel so comfortable all nestled into your cloud. That nice, warm, relaxed feeling is slowly traveling up your body, filling it with peace. Notice your stomach. It feels very calm and filled with a pleasant warmth. Now be aware of your chest. Your chest feels relaxed as it moves up and down slowly with each breath. Notice your neck and shoulders. They feel so tranquil and heavy. Feel the backs of your shoulders touching the cloud below you, sinking in gently. Feel how relaxed your head is right now. It feels very warm, pleasant, and heavy. Your head and face are very relaxed. Your mouth and eyes are free of stress. Allow your thoughts to come and go without worrying about anything. Everything is okay, and you are feeling very calm and good. Enjoy the warm, calming sensation as it travels all around your body, filling you with peace and relaxation.

DEEP BREATHING

Sometimes when we are upset, we forget to breathe. Or we take short, shallow breaths (like a puppy dog panting) that don't give our bodies the oxygen we need. To help ourselves feel relaxed and calm, we can practice deep breathing.

Deep breathing is when you breathe in slowly and deeply (counting to 5 in your head) as your lungs fill up with air (you can watch your belly stick out as you breathe in). Then you let the air out, **EVEN SLOWER** (count to 6) and watch your belly go back in as the air is slowly pushed out. Pay attention to the air as it moves in and out of your body as you count.

Fun games with deep breathing:

1. Breathe out to empty the air out of your lungs. Breathe in deeply and evenly through both nostrils. Hold your breath for a count of five. Use your left thumb to block off your left nostril and breathe out slowly through your right nostril. Breathe in deeply through your right nostril and hold your breath for five counts. Now block your right nostril with your right thumb and breathe out slowly through your left nostril. Repeat several times.
2. Put on some slow, relaxing music. Close your eyes and listen to the beat. Take a deep breath in for 3-5 beats of the music, hold your breath for 3-5 beats, and then breathe out slowly for 3-5 beats. Repeat, pairing your breathing with the music.

Teach these games to someone you care about and practice at home (at least once a day).

YOUR SAFE PLACE

Please close your eyes (or look down) and take a few minutes to think about a place (real or imaginary) where you feel very safe, calm, and happy. You can tell your therapist once you have your safe place in mind. Now draw a picture or write about your safe place below. Add as many details as you can to show what you see, hear, smell, taste, and feel when you are in your safe place.

You can close your eyes and imagine you are in your safe place when you feel scared or tense. When you think about your safe place, remember all the details that you drew in this picture.

ABOUT FEELINGS

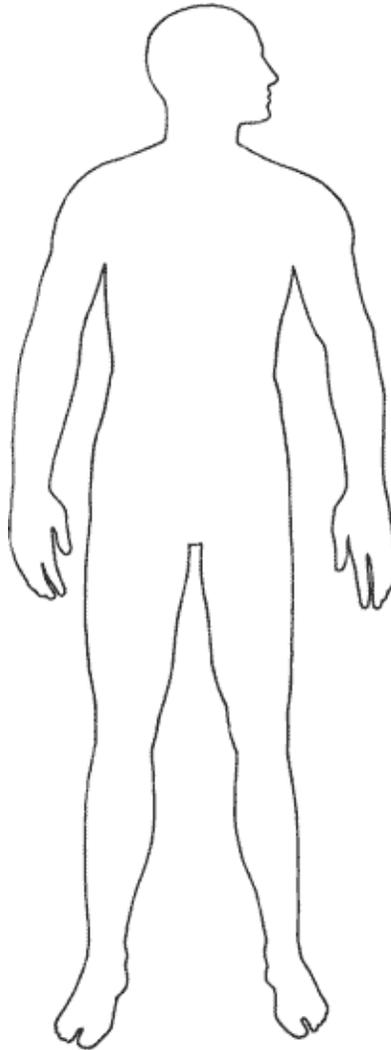
Feelings are what we feel in our bodies and hearts. There are many different feelings that we have, and our feelings may change from moment to moment. Sometimes we even feel two or more feelings at the same time.

Please write down as many feelings as you can think of below on the left side of this paper:

Great! Now put a color next to each feeling to describe the feeling.

EXPERIENCING FEELINGS IN YOUR BODY

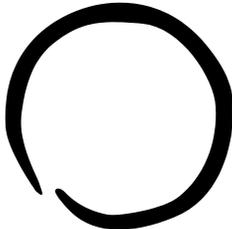
Remember the feelings and colors you listed on Page 14? We're going to use those colors now to show where in your body you experience each feeling. You don't have to do all the feelings you listed; you and your therapist can choose which feelings you want to include. For each feeling you choose, close your eyes and imagine having that feeling right now. Where do you experience that feeling in your body? **Please color in the places on your body where you experience each feeling and tell your therapist what it feels like.**



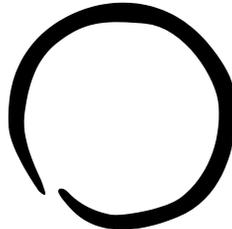
Our bodies tell us how we are feeling.

FACIAL EXPRESSIONS

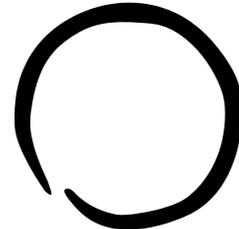
A good way to tell how we feel *and* how others feel is by noticing facial expressions. Please draw the feelings in the circles to show how we express our feelings on our faces (the last two are blank for you to draw any feelings you want):



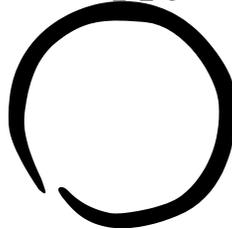
happy



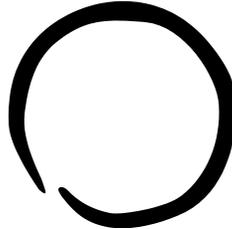
sad



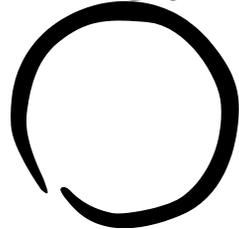
angry



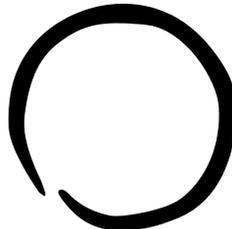
scared



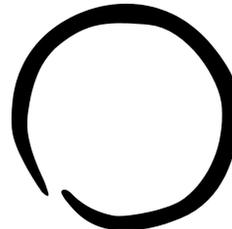
nervous



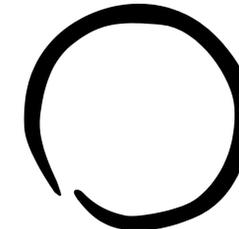
excited



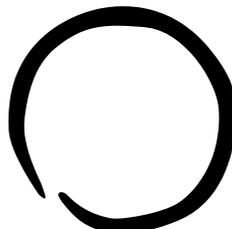
confused



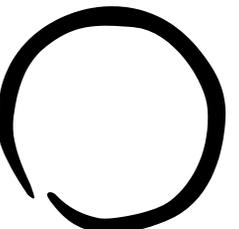
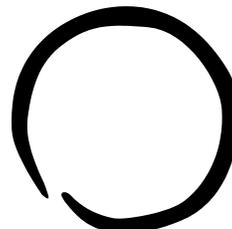
shocked



brave



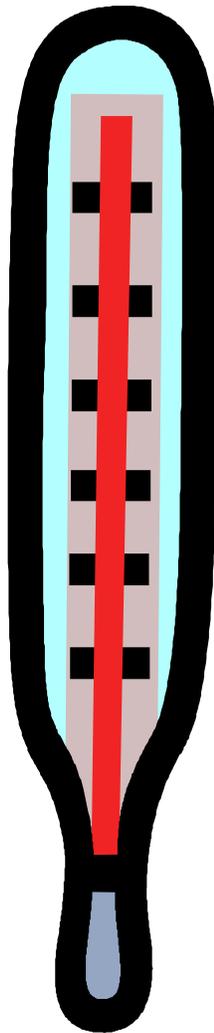
proud



How do you feel right now? You can play a game with your therapist called "Feelings Charades." Take turns acting out the above feelings; the other person tries to guess which feeling you are acting out. Then you get to tell what makes you feel that way. You can also play this game at home or with your friends.

HOW STRONG OR INTENSE ARE YOUR FEELINGS?

Sometimes we feel a feeling *just a little bit*, and other times we feel a feeling so strongly that we feel like we might **BURST** with that feeling. You can rate or measure your feelings, just like a thermometer measures temperature. The number tells how intense the feeling is.



10 VERY STRONG

9

8 A LOT

7

6

5 MEDIUM

4

3

2 A LITTLE

1

0 NOT AT ALL

What feelings are you having right now? How would you rate each of those feelings (on a scale of 1–10)?

COPING WITH UPSETTING FEELINGS

When we experience an upsetting feeling very strongly, we can DO THINGS to lessen the intensity of the feeling. For example, if your anger is at a 10 (very strong), you can do things to bring it down to a 1 or 2. What are some of these things you can do? Please draw a picture of you doing something that would help bring your anger down:

YOU'RE IN CHARGE OF YOUR FEELINGS.

FEELINGS SURVIVAL KIT

When you feel very sad, scared, mad, or worried, what are some things you can do to feel better? What are some things you can tell yourself that would make you feel better? Please make a list of things you can do and say to feel better:

Congratulations! You have just made your own personal ***Feelings Survival Kit***. You can cut out the items from your list and place them in a special box, bag, or toolkit. Take it with you so that the next time you feel very upset you will remember what to do.



STOP THAT THOUGHT!

Sometimes we think about bad things over and over (like a song you don't like that gets stuck in your head). We'll call this a *bad song*, because it can make us feel really bad! But guess what? You can stop that *bad song*! All you have to do is notice when that *bad song* plays in your head. As soon as you hear it, press **STOP!** You can also say, "Go away, *bad song*!" And then you can sing yourself a **happy song** (one that makes you feel good)!



How does your *bad song* go? You can write or draw your *bad song* here:

How does your **happy song** go? Write some of the words or draw a picture of your **happy song** here:

Let's practice! Sing your bad song right now in your head. When I say **STOP**, start singing your happy song instead. Now you can decide when to press **STOP** on your bad song and **PLAY** your happy song!

THOUGHTS, FEELINGS, AND... ACTION

What are **thoughts**? Thoughts are the ideas we have in our heads (what our brains tell us). Sometimes we say things to ourselves in our heads (not out loud), and these are also thoughts. For example, you might think, "I did a great job on my homework." Can you think of some other thoughts?

What are **feelings**? Feelings are the emotions and sensations we have in our bodies and hearts (you already know a lot about feelings!). What are some feelings you know about?

What are **actions**? Actions are the things we do with our bodies! For example, we walk, dance, talk, draw, laugh, cry, etc. Can you name some other actions?

Thoughts, Feelings, and Actions Game

This is a game to help you learn the difference between thoughts, feelings, and actions. Put a blue X next to the items that are **thoughts**. Put a green X next to the items that are **feelings**. Put a red X next to items that are **actions**.

HAPPY

RUNNING

I'M SMART!

HITTING

THEY DON'T LIKE ME

SAD

PLAYING

MAD

I CAN DO IT!

IT'S MY FAULT

WORRIED

HIDING

CRYING

SINGING

LONELY

SHE'S MAD AT ME

EATING ICE CREAM

TAKING A WALK

EXCITED

I'LL BE OK

SCARED

TAKING A DEEP BREATH

HOPPING ON ONE FOOT

BRAVE

TALKING TO A FRIEND

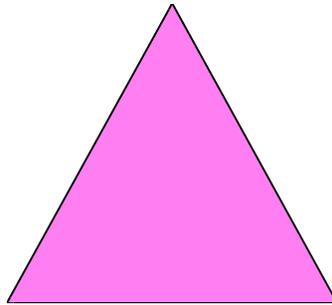
SAFE

THOUGHTS MATTER

Our thoughts affect the way we feel and how we act. When something happens, we form thoughts about the event that lead to feelings and actions. The way we talk to ourselves in our heads also affects how we feel and what we do.

Thoughts

Behavior



Feelings

Let's look at your thoughts and how they make you feel and act. List three different thoughts you had today (or recently), how each thought made you feel, and what you did.

Thought	Feeling	What You Did

THOUGHT PROBLEMS

Sometimes we all have thoughts that either aren't true or don't help us to feel better or solve problems. Some of these thought problems involve thinking that everything has to be all or nothing (i.e. "One person made fun of me, so that means everyone hates me"). Other thought problems focus on the worst possible outcome (i.e. "If my mom goes out, I'm sure something terrible is going to happen to her"). We sometimes get stuck in negative thinking (i.e. "Nothing ever works out for me" or "I'll never feel OK again"). Please write or draw some problem thoughts that you've had recently.

How did these thoughts make you feel?

NOTICE YOUR THOUGHTS

When you feel bad, what are you saying to yourself in your head? It's probably the thought that's making you feel bad. But guess what? If you practice, you can change your thoughts! Try doing this below. First write a thought that makes you feel bad and write down the feeling it causes. Then write a different thought that would make you feel better and write down the new feeling.

What actions might you take in the first situation? What about in the second situation? Do these actions lead to different results? Which results work out better for you?

TELLING YOUR STORY

You've learned a lot so far about upsetting/confusing events, feelings, coping, relaxation, and thoughts. These are all important things that will help you as you begin to tell about the upsetting/confusing event(s) that happened to you. You get to decide where you want to start and how you would like to tell your story (you and your therapist can talk about all the different ways for kids to tell their stories). As you're telling about what happened to you, your therapist will help you check in on your feelings (using the "*Feelings 1-10*" worksheet on Page 27). If you start feeling strongly upset, you can stop, and your therapist will help remind you of ways to manage your feelings. Remember - you're in charge. Please draw or write below to describe how you feel about starting your story.

YOUR STORY

Now it's time for you to decide how you would like to tell your story. Some teens like to write their own book, while other teens like to express what happened using poetry, songs, cartoon strips, puppet shows, radio/talk shows, etc. You and your therapist can talk about creative ways to tell about the traumatic event(s) that happened to you. You get to decide what form you want your story to take. Don't forget to use the "*Feelings 1-10*" worksheet (on the next page) for each session.

The title of my story is:

This is how I will create my story:

FEELINGS 1-10

Remember when you used the thermometer to measure your feelings back on Page 17? Each time you meet with your therapist to tell your story, you will name and rate your feelings at the beginning, middle, and end of the session on this paper (make 1 copy of this worksheet for every trauma story session). Please rate your feelings on a scale of 1-10 to describe the intensity of the feeling (1=a little bit, 5=medium, 10=very strong, etc.). You and your therapist will then come up with a plan to help you manage any difficult feelings that may come up between sessions (don't forget to use your *Feelings Survival Kit*).



Date:

<u>Feeling(s)</u>	<u>Rating</u>
Beginning of Session	
Middle of Session	
End of Session	

Self-Care Plan:

YOUR THOUGHTS AND FEELINGS ABOUT THE TRAUMA(S)

Remember how we learned that our thoughts are important? Your thoughts related to the trauma affect how you feel. These thoughts can help you feel better more quickly, or they can keep you feeling upset. Let's look at some of your thoughts related to the trauma. Below is a list of questions and thoughts that kids often have after an upsetting/confusing event. You and your therapist can choose which questions you will discuss, and you can add your own questions or thoughts at the end of the list. Then, for each question, you can write down the answer that is most helpful.

1. Why did this happen to me?
2. Who is responsible for the trauma(s)?
3. How will the trauma(s) affect me in the future?
4. How has trauma affected my family?
5. Since the trauma(s), my view of the world has changed in these ways:
6. Since the trauma(s), my view of myself has changed in these ways:
7. Since coming to therapy, I have learned these things about myself:
8. Coming to therapy has changed me and my family in these ways:
7. If I had a friend that went through a similar trauma, I would give him or her this advice:
9. If my friend thought that talking about trauma would be too hard, I would tell him or her:
- 10.
- 11.
- 12.

BATTLING TRAUMA REMINDERS

Now that you have bravely told your story and talked about your thoughts and feelings, let's talk about trauma reminders. Trauma reminders are things that remind you about the trauma(s). They can include certain places, people, words, sounds, smells, sensations, etc. When you experience these reminders, you may feel unsafe or as if you were living through the trauma(s) over again. But you can use your coping and relaxation skills to gain control over these pesky reminders. Please draw or write a few of your trauma reminders below.

Now you and your therapist will come up with a battle plan to conquer each trauma reminder, one by one. Then you can practice in session to gain control over these trauma reminders in your life.

SHARING YOUR STORY

Great job! You did it! You have been very brave in telling your story and talking about your thoughts and feelings. It can help to share your story or to talk about the trauma(s) with someone you trust. How would you feel about sharing your story with a special someone? **Please draw a picture or write about sharing your story or talking about the trauma(s) with your trusted person.**

What are some questions you would like to ask your trusted person? These can be questions you have about the trauma(s) or a quiz to test how much your special person remembers (about your story, what you have learned in therapy, etc.).

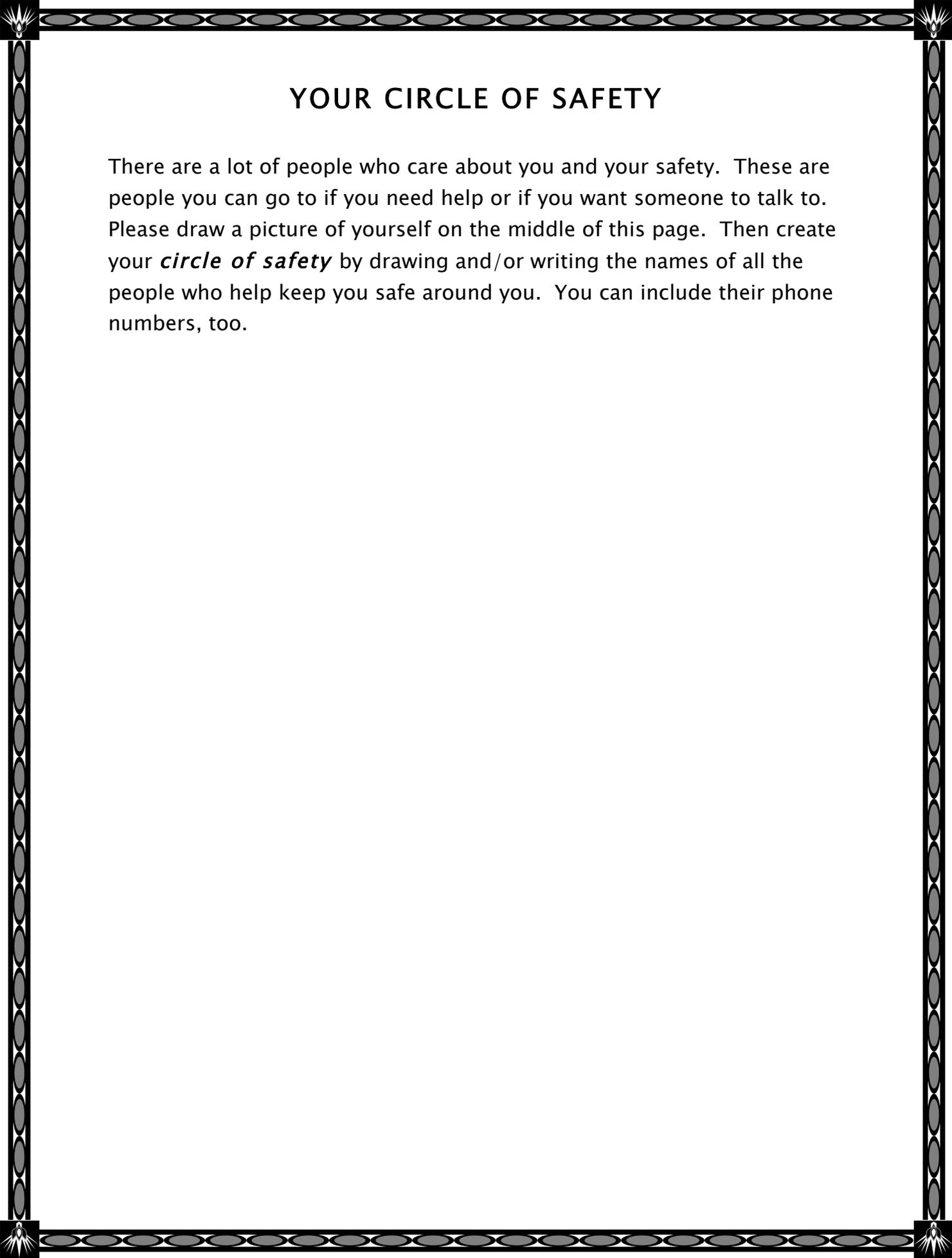
- 1.
- 2.
- 3.
- 4.

BEING SAFE

We do a lot of things every day to keep ourselves safe. What are some new things you've learned about safety since coming to therapy? **Please draw a picture of you doing something to keep yourself safe.**

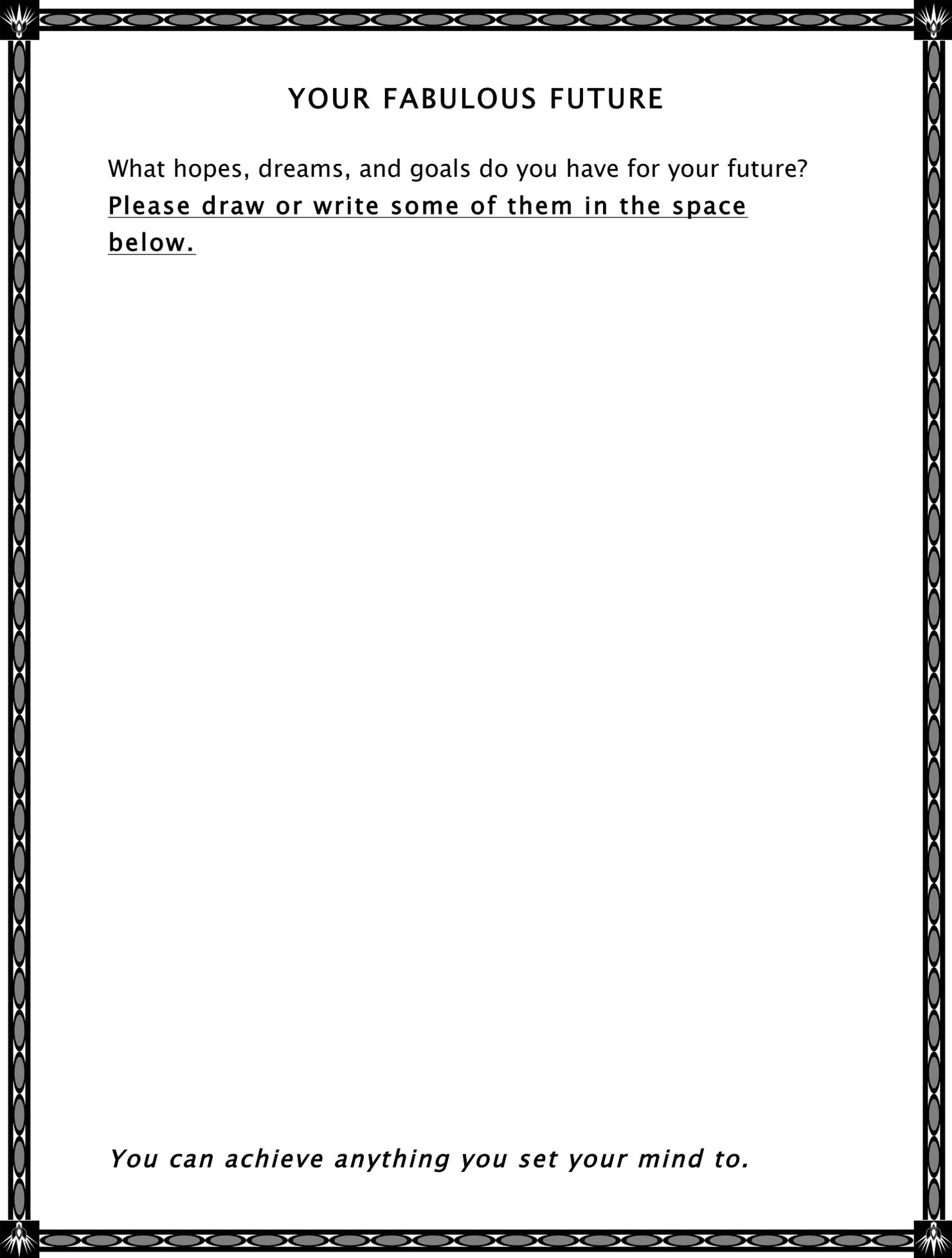
What are some things other people can do to help keep you safe?

- 1.
- 2.
- 3.
- 4.
- 5.



YOUR CIRCLE OF SAFETY

There are a lot of people who care about you and your safety. These are people you can go to if you need help or if you want someone to talk to. Please draw a picture of yourself on the middle of this page. Then create your *circle of safety* by drawing and/or writing the names of all the people who help keep you safe around you. You can include their phone numbers, too.

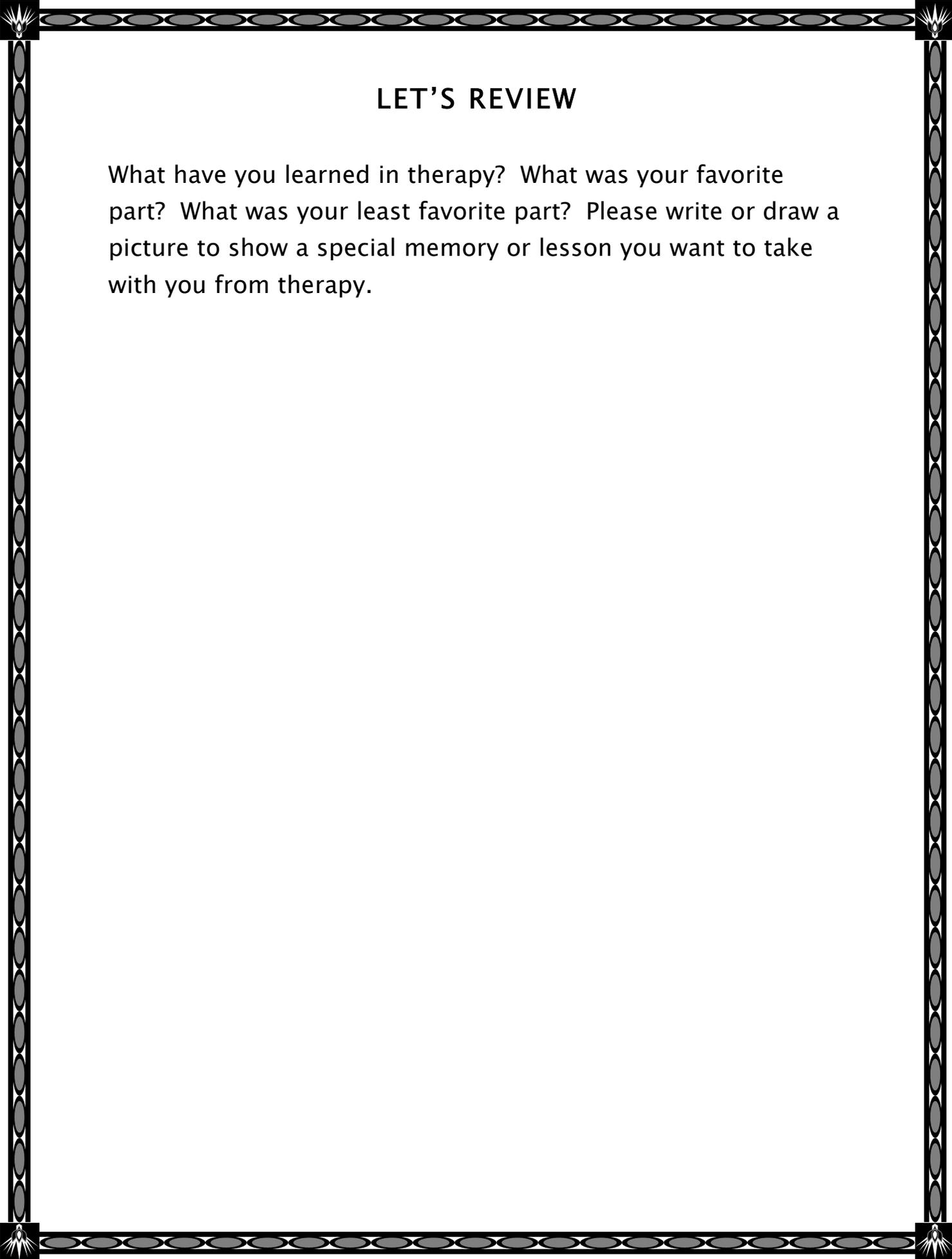


YOUR FABULOUS FUTURE

What hopes, dreams, and goals do you have for your future?

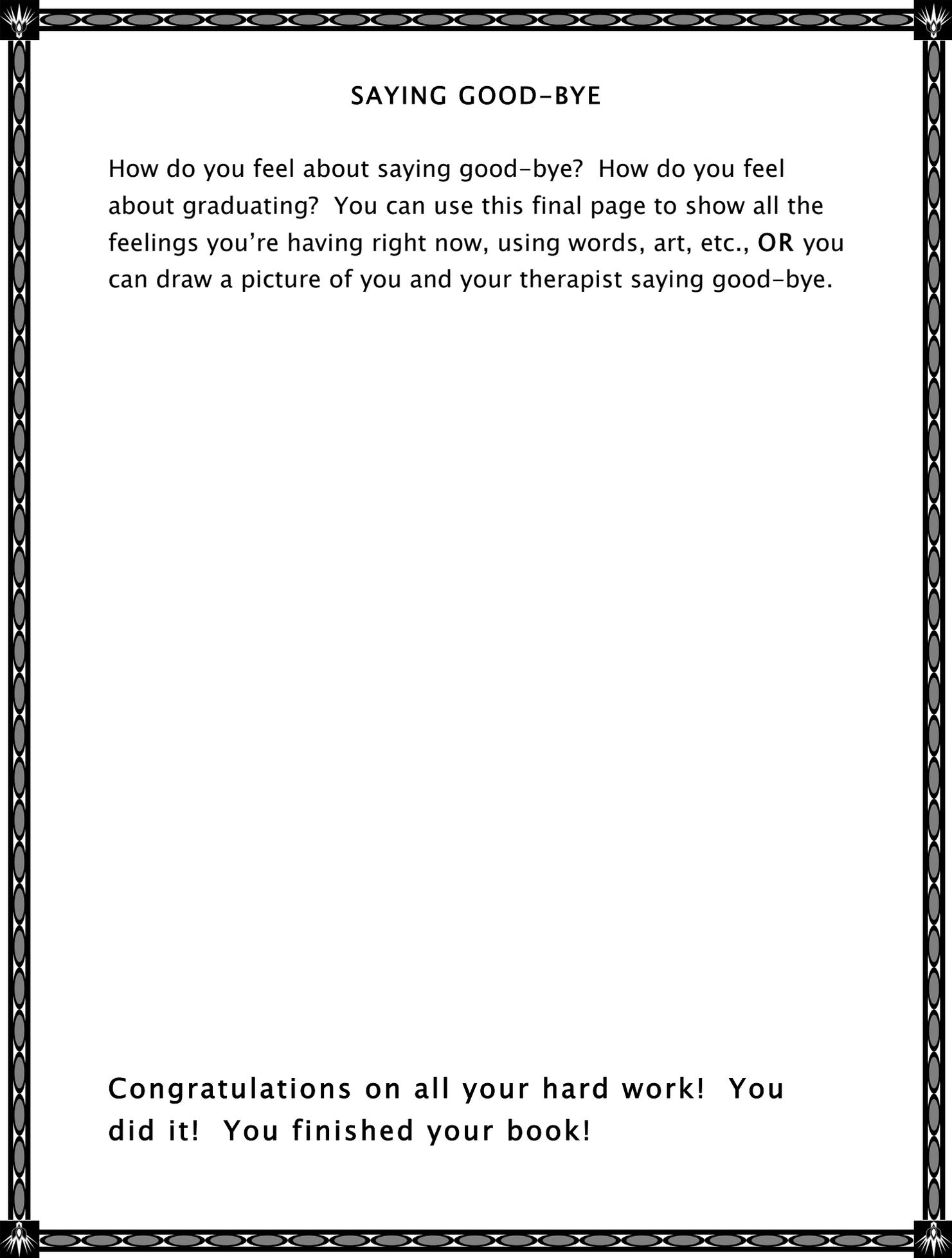
Please draw or write some of them in the space below.

You can achieve anything you set your mind to.



LET'S REVIEW

What have you learned in therapy? What was your favorite part? What was your least favorite part? Please write or draw a picture to show a special memory or lesson you want to take with you from therapy.



SAYING GOOD-BYE

How do you feel about saying good-bye? How do you feel about graduating? You can use this final page to show all the feelings you're having right now, using words, art, etc., **OR** you can draw a picture of you and your therapist saying good-bye.

Congratulations on all your hard work! You did it! You finished your book!