Overview and Details

1. Accessing Resources
2. Using Creative Approaches in TF-CBT
3. Structure for Make and Takes
4. Psychoeducation Resources
5. Parenting Resources
6. Relaxation Resources
7. Affect Regulation Resources
8. Cognitive Coping Resources
9. Trauma Narrative Resources

Objectives

1. Learn creative techniques for teaching components of TF-CBT such as psycho-education, relaxation, affect regulation, cognitive coping, and parenting skills.
2. Build therapy toolbox with creative and useful techniques and resources to use with TF-CBT.
3. Able to implement creative techniques and interventions in TF-CBT with children in their practice.

ACCESSING RESOURCES

Wifi Login:
Wifi password:
HTTPS://WWW.DROPBOX.COM/SH/KREXEWIOII25AJZ/AACF065VWHDDHQ5DWNSJRGA?DL=0
TF-CBT

- TFCBT is a semi-structured model that allows the therapist to set a plan for therapy, yet is also flexible and allows for creativity and individuality of the model.
- The model was designed with flexibility to address each component in the manner most helpful for the individual client.
- It is adaptable and flexible to address developmental issues, gender, culture, family values.

USING CREATIVE APPLICATIONS IN TF-CBT

- Honoring Children Mending Circles is the cultural enhancement of TF-CBT. It aims to encompass the foundational framework of indigenous teachings. Through the enhancement, TF-CBT fidelity is upheld and it also honors and respects the healing beliefs, practices, and traditions within families, communities, tribes, and villages. (Bigfoot & Schmidt, 2009; Bigfoot & Schmidt, 2012).
  - Creative and artistic expressions of emotion: song, dance, symbolic art
  - Using analogies and storytelling
  - Creating a journey stick or family totem

USING CREATIVE APPLICATIONS IN TF-CBT

- Increased attention on adapting CBT models for use with preschoolers and which has resulted in incorporating creative and play techniques into treatment (Knell & Dasari, 2011; Meichenbaum, 2009).
- TF-CBT Treatment Applications Chapter
  - Talking Ball (Leben, 2008)
  - Bibliotherapy
  - Relaxation with animal poses
  - Personalized Pinwheels (Goodyear-Brown, 2005)
  - Feeling Charades (Drewes, 2011)

USING CREATIVE APPLICATIONS IN TF-CBT

- Children respond differently than adults to therapy and the element of play is a crucial ingredient in engaging children in the therapy process (Briggs, Runyon, & Deblinger, 2011).
- Play and creative techniques help facilitate a safe and therapeutic environment (Briggs, et al., 2011).
- Play and creative techniques help the clinician teach specific skills and assist children with learning concepts that may be more difficult to grasp verbally (Briggs, et al., 2011; Drewes & Cavett, 2012).
USING CREATIVE APPLICATIONS IN TF-CBT

- The process of creating art has shown to reduce stress, which may facilitate decreased hyperarousal, hypervigilance and promote the redevelopment of healthy affect regulation capacities [Coleman & Macintosh, 2015; Stuckey and Nobel, 2010].
- Creative interventions allow a child to express themselves freely and exert some control through choices [Edgar-Bailey & Kress, 2010]
- Creative interventions can also facilitate “the imaginative creation of new meanings” [Desmond et al, 2015].

Important Note
- Need to connect the component to the creative application.
- This is not about doing crafts, we are using the creative application to engage the child and teach the component.

USING CREATIVE APPLICATIONS IN TF-CBT

Benefits
- Improves engagement
- Facilitates safe and therapeutic environment
- Helps teach new skills
- Assists learning
- Facilitates self expression
- Provides a means of in-session regulation
- Provides choice/control
- Create new meanings

STRUCTURE FOR MAKE AND TAKES

- TF-CBT component and creative application will be reviewed and demonstrated.
- Some creative applications will be reviewed but not demonstrated for making today.
- Opportunity to select which creative application you want to make in session for each component.
- Won’t have time to make all presented today.
- Have access to instruction sheets to continue this work in your clinical practice.
**Skill Building & Stabilization**

**P**
- Parenting Skills: Develop effective behavior management. Replace maladaptive behaviors with positive ones. Improve parent-child relationship.

**R**
- Relaxation Skills: Reduce physical manifestations of stress and manage distress related to trauma reminders.

**A**
- Affective Regulation Skills: Identify, express and manage a range of emotions.

**C**

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**Trauma Narrative**

**T**
- Trauma Narration & Processing: Using exposure work to desensitize to traumatic memories, resolve avoidance symptoms, correct distorted cognitions, and contextualize trauma experiences.

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**Integration / Consolidation**

**I**
- In-vivo Mastery of Trauma Reminders: Master trauma reminders and resolve avoidance symptoms not addressed in TN. (As needed)

**C**

**E**
- Enhancing Safety: Develop safety plan and body safety skills

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**PSYCHOEDUCATION**

- **Goals**
  - Overview of treatment and rationale
  - Educate about different traumas and trauma reactions/symptoms
  - To normalize responses to trauma
  - To reinforce accurate cognitions
  - Education to instill hope

- **Creative Techniques**
  - TF-CBT: Overview of treatment
  - Psychoed Puzzle: Psychoeducation of trauma, trauma reactions/symptoms
**TF-CBT TREE**  
Ages 6-18

- Teach the client about how therapy is going to work by going through each component of TF-CBT.  
- As the client learns a new skill, they put a leaf on the tree.  
- Every time they practice a skill at home, they get another leaf.  
- As they work through the skills, their trees will start to fill up with leaves to symbolize their growth.

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**PSYCHOED PUZZLE**  
Ages 7-12

- One full puzzle of RFLTS with half a puzzle with MYTHS  
- Client works to try and put the puzzle together by sorting myths and facts.

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**PARENTING SKILLS**

**Goals**

- Teach caregivers about behavior management strategies and effective communication.  
- Teach parents strategies for addressing problematic behavior.  
- Skills include:  
  - Prizes  
  - Positive Parenting Time  
  - Selective Attention  
  - Time outs  
  - Contingency Reinforcement Strategies  

**Creative Techniques**

- Task/Chore Charts: Assist with behavior management and reinforcement  
- Bedtime Beads: Positive Parenting Time, Connection
**Task/Chore Charts**

Ages 5-12

- Assigned tasks are put on the To Do side of the hanger.
- As a task is completed it is moved to the Done side.
- Method of helping children keep track of tasks and increase organization.

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**Bedtime Beads**

Ages 3-7

- Bedtime is a time of day when we can feel overwhelmed by the pressures of the world. Children are especially vulnerable to these pressures.
- Bedtime Beads encourage parents to spend meaningful time with their children talking about their day with an emphasis on being positive.
- Bedtime Beads promote a positive approach to bedtime in preparation for rest.

**SOURCE:** Fast Program
RELAXATION

- Goals
  - Teach skills to reduce psychological symptoms of stress and trauma
  - Deep Breathing
  - Progressive Muscle Relaxation
  - Grounding
  - Distress Tolerance
  - Soothing with the senses
- Creative Techniques
  - PMR Cards: Script and cards help target each part of the body
  - Stress Ball: Regulation with PMR
  - Glitter Jar: Mindfulness
  - Sock Buddy: Soothing with senses

PMR
Ages 6-18

- Use the PMR Script to teach about how to use PMR with different muscle groups.
- Create the flip book to help remember the different PMR skills
  - Feet - Sand
  - Legs - Waves
  - Abdomen - Elephant
  - Hands - Lemons
  - Arms - Strong Person
  - Shoulders - Turtle
  - Jaw - Tiger
  - Cheeks - Pucker
  - Nose - Fly

STRESS BALL
Ages 3-18

- Made with balloons and playdough
- Encourages regulation using PMR

GLITTER JAR & SOCK BUDDY
AFFECT MODULATION

- Goals
  - Teach emotion identification, expression, and regulation.
  - Connect relaxation and coping skills to regulate emotions
- Creative Techniques
  - Feelings Thermometer or Paint Chip Feelings: Understanding emotion identification and intensity
  - Worry Worms: Identifying things that cause worry and stress

FEELING THERMOMETER
Ages 3-18

- Used to teach the spectrum of feelings and range of intensity.
- Alternative to the typical thermometer or SADS ratings.

PAINT CHIP FEELINGS
Ages 7-18

- Used to teach the spectrum of feelings and range of intensity.
- Expands feeling vocabulary.
WORRY WORMS
Ages 3-12

- Used to engage client in identifying and discussing worries
- Hide the worms all over your office prior to a child arriving for therapy. Then they look for the worms around the office and identify a worry they have each time they find a worm.
- Put all the worms back in the jar and discuss “eating” the worries in the jar.

COGNITIVE COPING

- Goals:
  - To understand the relationship among thoughts, feelings, and behaviors
  - To learn how to identify cognitive distortions
  - To learn how to correct/challenge cognitive distortions

- Creative Techniques
  - CBT Bubbles: Can be used when going through scenarios to identify thoughts, feelings, actions.
  - Coping Wheel: Method of summarizing the coping skills learned and remind what can be used to cope with distressing thoughts or feelings.
  - Jacob’s Ladder: Used to work on changing cognitive distortions
  - Positive Affirmations: Used to build helpful thoughts

CBT BUBBLES
Ages 3-18

Thoughts

Actions

Feelings
TRAGMA NARRATION

- Goals:
  - To unpair thoughts, triggers and reminders of the trauma from overwhelming negative emotion
  - To integrate thoughts and feelings into narrative
  - To unify fragments of trauma memory into an integrated whole
- Creative Techniques
  - Journey Stick: Native American Treatment Enhancement that uses symbols to represent the story
  - Envelope TN: Creates structure for the narrative

JOURNEY STICK
Ages 5-18

- Native American Enhancement
  - MCNCT-F-CBT
- Counting coup refers to the winning of prestige in battle
- Coup symbols were recorded on coup sticks by attaching a feather for each coup
- Develop timeline and use ribbons and beads to symbolize different events in life

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REFERENCES


