Direct Discussion of Traumatic Events

- Reasons we avoid this with children
  - Child discomfort
  - Parent discomfort
  - Therapist discomfort
  - Legal issues

Cohen, Mannarino, & Deblinger, 2008
Direct Discussion of Traumatic Events

- Reasons to directly discuss traumatic events
  - Gain mastery over trauma reminders
  - Resolve avoidance symptoms
  - Correction of distorted cognitions
  - Model adaptive coping
  - Identify and prepare for trauma/loss/reminders
  - Contextualize traumatic experiences into life

Cohen, Mannarino, & Deblinger, 2008
Creating the Trauma Narrative

- Introduce the child to the rationale for the narrative
- Can introduce the TN by reading a book
- First chapter: innocuous information about the child (name, age, school, hobbies, etc.)
- Second chapter: “Before” for example, what the relationship was like with the person before the trauma started (if interpersonal trauma): or what life was like before the index traumatic event occurred.

Cohen, Mannarino, & Deblinger, 2008
Creating the Trauma Narrative (Continued)

- Third chapter: Encourage the Child to “tell what happened” during the trauma itself using expressive arts techniques.

Cohen, Mannarino, & Deblinger, 2008
Creating the Trauma Narrative

- If multiple episodes, let the child choose one (Example: first time, last time, one best remembered.)
- Typically children proceed from first to last episode, but not always
- Include disclosure, legal procedures, medical exams, etc.

Cohen, Mannarino, & Deblinger, 2008
Creating the Trauma Narrative (Continued)

- Review the child description at subsequent sessions:
  - Help the child to describe more details
  - Encourage child to describe thoughts and feeling related to trauma
  - Desensitize child to talking about the event
  - Gradually desensitize child to actual event

Cohen, Mannarino, & Deblinger, 2008
Creating the Trauma Narrative (Continued)

- Identify “hot spots” or worst moments
- Rate distress before, during, and after (SUDS thermometer for children)

Cohen, Mannarino, & Deblinger, 2008
Creating the Trauma Narrative (Continued)

- Final Chapter: include the following
  - What have you learned?
  - What would you tell other kids who experienced this?
  - What would you tell other kids who experienced this?
  - How are you different now from when it happened/when you started treatment?
  - What are your hopes and dreams for the future?

Cohen, Mannarino, & Deblinger, 2008
Trauma Narrative (Continued)

- Alternative methods for creating a trauma narrative
  - Cartoon strip
  - Poem
  - Computer (Storybook weaver deluxe version)
  - Talk show interview
  - Song
  - Drawings

Cohen, Mannarino, & Deblinger, 2008
Cognitive processing of the traumatic experience

- Develop optimal understanding of the trauma within the context of the child’s life
- Common negative distortions
  - Self-blame
  - Overestimating danger
  - Changed world view

Cohen, Mannarino, & Deblinger, 2008
Cognitive Reframing

- Identify cognitions related to the trauma
  - As reported in trauma narrative
  - Direct inquiry
  - Indirect reports

Cohen, Mannarino, & Deblinger, 2008
Cognitive Processing of the Trauma

- Explore inaccurate or unhelpful cognitions about the trauma and the feelings that accompany them
- Unhelpful thoughts (ex: the sexual abuse was my fault”)
- Inaccurate and unhelpful thoughts (ex: “It’s my fault my mother was killed in the hurricane. I should have made her evaluate sooner.”)
- Responsibility vs. regret

Cohen, Mannarino, & Deblinger, 2008
Cognitive Processing of the Trauma (Continued)

- Replace distorted cognitions with more accurate, realistic, or helpful ones
  - Progressive logical questioning
  - Overgeneralizations
  - Alternative cognitions
  - “Best friend” role play

Cohen, Mannarino, & Deblinger, 2008
Conjoint Parent-Child Sessions

- Before a conjoint session SEPARATE rehearsals for the child and the parent
- Share information about the child’s experience
- Correct cognitive distortions (child and parent)
- Encourage optimal parent-child communication
- Prepare for future traumatic reminders
- Model appropriate child support/redirection

Cohen, Mannarino, & Deblinger, 2008
Conjoint Parent-Child Sessions (Continued)

- Content of sessions:
  - Share child’s trauma narrative
  - Encourage open discussion, question/answers between child and parent about trauma and other topics
  - Preparation for future trauma reminders and how the child and parent can optimally cope with these
  - Praise for progress made

Cohen, Mannarino, & Deblinger, 2008
Conjoint Parent-Child Sessions

- When NOT to have joint sessions
  - Parent unable to provide appropriate support
  - Child adamantly opposed (evaluate how realistic objections are)

Cohen, Mannarino, & Deblinger, 2008
In Vivo Mastery of Trauma Reminders

- Resolve generalized avoidant behaviors
- Gradually help the child get used to the feared situation
- Identify the feared situation
- Design the in vivo desensitization plan
- Praise and reinforce in vivo work
- Therapist MUST have confidence that this will work or it won’t

Cohen, Mannarino, & Deblinger, 2008
Happy Narrative Exercise

- Think about a happy and/silly event you have experienced.
- Make a title page or cover to your story
- Chapter 1: Cool things about you: your favorite things, who is in your family, pets, etc...
- Chapter 2: Describe the happy or silly event: who? What? Where? Sites, sounds, smells, weather, who was there? What was most surprising? What was the silliest or most joyful part?
- Chapter 3: How has this changed who you are or impacted you? What have you learned? What are your hopes and dreams for the future?

Cohen, Mannarino, & Deblinger, 2008
Enhancing Safety Skills

- Typically done in conjoint parent-child sessions, but may also be done individually
- Develop a safety plan which is responsive to the child’s and family’s realistic abilities
- Practice these skills outside of therapy also
- For sexually abused children, include education about healthy sexuality
- For children exposed to DV, PA, CV, may include education about bullying, conflict resolution, etc.

Cohen, Mannarino, & Deblinger, 2008
Applying TF-CBT in Real Life

- First things first
- Provide crisis response
- Know what your setting can do
- Triage for priority focus:
  - Basic needs
  - Response to system activities
  - Psychiatric emergencies/active substance abuse
  - Sexual behavior problems

Cohen, Mannarino, & Deblinger, 2008
## Traditional timeline TF CBT

### Twelve Sessions

<table>
<thead>
<tr>
<th>Sessions: 1-4</th>
<th>5-8</th>
<th>9-12</th>
</tr>
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<tbody>
<tr>
<td>Psychoeducation/Parenting</td>
<td>Trauma Narrative</td>
<td>Sharing the narrative</td>
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<tr>
<td>Relaxation/Affect Regulation</td>
<td>In-vivo desensitization</td>
<td>Enhancing safety and social skills</td>
</tr>
<tr>
<td>Cognitive Coping</td>
<td></td>
<td>Preparing for the future</td>
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</table>

Cohen, Mannarino, & Deblinger, 2008
Adapted timeline for complex trauma: Amy Hoch-Espada, C.A.R.E.S. Program

STTAR=Stabilization and Trauma Treatment for Adolescents at Risk

<table>
<thead>
<tr>
<th>Sessions 1-16</th>
<th>17-22</th>
<th>23-28</th>
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</thead>
<tbody>
<tr>
<td>Psychoeducation &amp; Parenting</td>
<td>Trauma narrative</td>
<td>Conjoint child/parent</td>
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<tr>
<td></td>
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<td>sessions</td>
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<td>Relaxation</td>
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<td>social skills</td>
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<tr>
<td>Affect Regulation</td>
<td></td>
<td>Preparing for the future</td>
</tr>
<tr>
<td>Commitment to treatment/cognitive coping</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Amy Hoch-Espada: Integrating aspects of Dialectical Behavioral Therapy with TF-CBT

- Commitment to treatment
- Mindfulness
- Skill building
- Crisis coaching
- Behavioral analysis
- Team consultation

Cohen, Mannarino, & Deblinger, 2008
Amy Hoch-Espada: Integrating aspects of Dialectical Behavioral Therapy with TF-CBT

- Sit with feelings and not react impulsively
- Manage dissociation with, “I am going to bring my mind back to where I need it to be.”
- Attentional control
- Increased emotional awareness, body feelings, situations, finding words to describe and express them
- (Identifying old films in your mind, we are often not upset about what we think we are...)

Cohen, Mannarino, & Deblinger, 2008
Amy Hoch-Espada: Integrating aspects of Dialectical Behavioral Therapy with TF-CBT

Mindfulness

Reasonable Mind

Emotional Mind

Cohen, Mannarino, & Deblinger, 2008
Amy Hoch-Espada: Integrating aspects of Dialectical Behavioral Therapy with TF-CBT

• ACTIONS
  • Activate your body
  • Connect with others
  • Tickle your fancy
  • Involve your senses
  • Offer help or gratitude
  • Neutralize your thinking
  • Surf the Wave: ride the wave of feelings

Cohen, Mannarino, & Deblinger, 2008
Ten Suggestions for adapting the model for clients with developmental delays

1. Slow down your speech
2. Use language that is comprehensive to the client
3. Present one item at a time
4. Take frequent pauses to check comprehension
5. Match your vocabulary to their vocabulary

Cohen, Mannarino, & Deblinger, 2008
Ten Suggestions for adapting the model for clients with developmental delays

6. Use multisensory and active ways to achieve each module/goal of the model
7. Use visual metaphors
8. Remember that the executive function is impaired, can’t predict future risks, can’t apply skills to different situations
9. Include all significant care givers
10. Assess for secondary trauma issues

Cohen, Mannarino, & Deblinger, 2008
Typical Tasks of Childhood Grieving (Worden and Wolfelt)

- Accept the reality and permanence of the death
- Experience the intense pain associated with the loss
- Convert the relationship from one of interaction to one of memory
- Find meaning in the death
- Experience continued positive presence of other adults

Cohen, Mannarino, & Deblinger, 2008
CBT for CTG

- Consecutive trauma and grief - focused components for CTG
- Developed by adding commonly provided grief focused components to TF-CBT
- Tested in 2 open studies of children experiencing CTG related to diverse causes and one RCT after the September 11, 2001 terrorist attacks in New York

Cohen, Mannarino, & Deblinger, 2008
• Grief psycho - education
• Accepting the loss; resolving ambivalent feelings
• Preserving positive memories; memorializing
• Converting the relationship and committing to new relationships
• Joint child parent sessions: circle of life; 3 P’s: future reminders

Cohen, Mannarino, & Deblinger, 2008
Joint Child Parent Sessions

- Plan for coping with reminders
- Permission for family members to experience these differently

Cohen, Mannarino, & Deblinger, 2008
TAKE IT EASY BUDDY
WE'RE ALL IN THIS TOGETHER

Courtesy of the Child Trauma Assessment Clinic, Western Michigan University
Courtesy of the Child Trauma Assessment Clinic, Western Michigan University
Help!? 

Courtesy of the Child Trauma Assessment Clinic, Western Michigan University
Risking Connections

- Love your work
- The greater the reward, the greater the protection from Vicarious Trauma
Risking Connections

Reducing risk or managing vicarious trauma:

- Managing our feelings
- Making connections with others
- Self worth
Getting the ANTS out of our Heads

ANTS: Automatic Negative Thoughts
1. All or nothing thinking
2. Always thinking
3. Focusing on the negative
4. Negative fortune telling
5. Mind reading
6. Guilt Beatings
7. Labels
8. Blame

Cohen, Mannarino, & Deblinger, 2008
Slow Down, Relax

Courtesy of the Child Trauma Assessment Clinic, Western Michigan University
Play!!

Courtesy of the Child Trauma Assessment Clinic, Western
A few of Kris’s tidbits for a healthy perspective

- We can only honor people, care for them, and provide opportunities for healing and growth
- We learn just as much from our mistakes as our successes
- We are all uniquely beautiful in our strengths and in our flaws and…

Cohen, Mannarino, & Deblinger, 2008
Making Meaning...

We are just a moment in time in the lives of the youth and families that we work with, but if in that moment in time, we treat them with honor, and as respected, valued partners we have given them a special gift... And if we are open to this, we can also share in the joy and hope of this gift...