## Which PRACTICE component did you implement today? Mark only ONE component for each session.

Therapist Identifier:\_\_\_\_\_ (May also check caregiver participation for any session)

| TF-CBT Treatment Component   | Session #:     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|----------------|---|---|---|---|---|---|---|---|---|----|
|  | Date:          | / | / | / | / | / | / | / | / | / | /  |
| Caregiver participation: Meet with caregiver > 15 minutes                                      |                |   |   |   |   |   |   |   |   |   |    |
| <b>P:</b> Provide psychoeducation about traumatic experiences, trauma                          |                |   |   |   |   |   |   |   |   |   |    |
| reactions, youth's symptoms and trauma reminders   |                |   |   |   |   |   |   |   |   |   |    |
| GE: identify trauma triggers; use proper words for traumas and body parts                      |                |   |   |   |   |   |   |   |   |   |    |
|  |                |   |   |   |   |   |   |   |   |   |    |
| P: Provide parenting skills (praise, selective attention, time out, contin                     | ngency         |   |   |   |   |   |   |   |   |   |    |
| reinforcement)   |                |   |   |   |   |   |   |   |   |   |    |
| GE: connect parental response and youth's behavior problems to t                               | rauma          |   |   |   |   |   |   |   |   |   |    |
| R: Provide individualized relaxation skills  |                |   |   |   |   |   |   |   |   |   |    |
| GE: Connect use of relaxation skills to youth's trauma reminders                               |                |   |   |   |   |   |   |   |   |   |    |
|  |                |   |   |   |   |   |   |   |   |   |    |
| A: Provide affect identification and modulation skills   |                |   |   |   |   |   |   |   |   |   |    |
| GE: Connect use of skills to youth's trauma reminders  |                |   |   |   |   |   |   |   |   |   |    |
|  |                |   |   |   |   |   |   |   |   |   |    |
| C: Introduce cognitive triangle; encourage more accurate/helpful thoughts                      |                |   |   |   |   |   |   |   |   |   |    |
| GE: Help PARENT use cognitive coping for trauma related malada                                 | otive thoughts |   |   |   |   |   |   |   |   |   |    |
|  |                |   |   |   |   |   |   |   |   |   |    |
| T: Develop youth's trauma narrative in calibrated increments with thou                         |                |   |   |   |   |   |   |   |   |   |    |
| and worst moments. Cognitively process maladaptive cognitions. Sl                              | hare with      |   |   |   |   |   |   |   |   |   |    |
| parent as TN is developed<br><b>GE:</b> Re-read the TN at the beginning of <i>each</i> session |                |   |   |   |   |   |   |   |   |   |    |
|  |                |   |   |   |   |   |   |   |   |   |    |
| I: GE: Develop in-vivo desensitization plan for generalized avoidant b                         | ebaviore       |   |   |   |   |   |   |   |   |   |    |
|  | enaviors       |   |   |   |   |   |   |   |   |   |    |
| C: Conjoint youth-parent sessions: share youth's TN ; youth and pare                           | nt Q&A:        |   |   |   |   |   |   |   |   |   |    |
| improve communication  |                |   |   |   |   |   |   |   |   |   |    |
| GE: Share TN with parent or address other trauma related issues of                             | conjointly     |   |   |   |   |   |   |   |   |   |    |
|  |                |   |   |   |   |   |   |   |   |   |    |
| E: Address personal safety skills and assertive communication; increa                          | se awareness   |   |   |   |   |   |   |   |   |   |    |
| of problem-solving skills and/or social skills   |                |   |   |   |   |   |   |   |   |   |    |
| GE: Address safety skills related to youth's trauma  |                |   |   |   |   |   |   |   |   |   |    |
|  |                |   |   |   |   |   |   |   |   |   |    |
| Deblinger Cohon, Mannarine, Murray & Enstein, 2000   |                |   |   |   |   |   |   |   |   |   |    |
| © Deblinger, Cohen, Mannarino, Murray & Epstein, 2008  |                |   |   |   |   |   |   |   |   |   |    |

| TF-CBT Treatment Component   | Session #:    | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|--|---------------|----|----|----|----|----|----|----|----|----|----|
|  | Date:         | /  | /  | /  | /  | /  | /  | /  | /  | /  | /  |
| Caregiver participation: Meet with caregiver > 15 minutes  |               |    |    |    |    |    |    |    |    |    |    |
| <ul> <li>Provide psychoeducation about traumatic experiences, trauma reactions, youth's symptoms and trauma reminders</li> <li>GE: identify trauma triggers, use proper words for traumas and bout</li> </ul>  | dy parts      |    |    |    |    |    |    |    |    |    |    |
| <ul> <li>Provide parenting skills (praise, selective attention, time out, contin<br/>Reinforcement)</li> <li>GE: connect parental response and youth's behavior problems to the second seco</li></ul> |               |    |    |    |    |    |    |    |    |    |    |
| R: Provide individualized relaxation skills<br>GE: Connect use of relaxation skills to youth's trauma reminders  |               |    |    |    |    |    |    |    |    |    |    |
| A: Provide affect identification and modulation skills<br>GE: Connect use of skills to youth's trauma reminders  |               |    |    |    |    |    |    |    |    |    |    |
| C: Introduce cognitive triangle; encourage more accurate/helpful thou<br>GE: Help PARENT use cognitive coping for trauma related malada  |               |    |    |    |    |    |    |    |    |    |    |
| <ul> <li>T: Develop youth's trauma narrative in calibrated increments with thou and worst moments. Cognitively process maladaptive cognitions. S parent as TN is developed</li> <li>GE: Re-read the TN at the beginning of <i>each</i> session</li> </ul>  |               |    |    |    |    |    |    |    |    |    |    |
|  |               |    |    |    |    |    |    |    |    |    |    |
| I: GE: Develop in-vivo desensitization plan for generalized avoidant b   | ehaviors      |    |    |    |    |    |    |    |    |    |    |
|  |               |    |    |    |    |    |    |    |    |    |    |
| <ul> <li>Conjoint youth-parent sessions: share youth's TN ; youth and pare improve communication</li> <li>GE: Share TN with parent or address other trauma related issues of</li> </ul>  |               |    |    |    |    |    |    |    |    |    |    |
|  |               |    |    |    |    |    |    |    |    |    |    |
| <ul> <li>E: Address personal safety skills and assertive communication; increation of problem-solving skills and/or social skills</li> <li>GE: Address safety skills related to youth's trauma</li> </ul>  | ase awareness |    |    |    |    |    |    |    |    |    |    |
| © Deblinger, Cohen, Mannarino, Murray & Epstein, 2008  |               |    |    |    |    |    |    |    |    |    |    |