



1. Roll Call
2. Check in: who has questions about cases?
3. Announcements
4. TF-CBT Model: Affective Expression and Regulation

Keep the thermometers out at every session!

Keep the feelings ID out at every session!

Make Your Agenda for the Session Ahead of Time Based On These Ideas. (Make it right now while we're on the phone!)

TF-CBT: Affective Expression and Regulation

Goals:

- To help children and caregivers learn the skills necessary to accurately identify, process, express, and regulate emotions, particularly negative emotions.
- To help children and caregivers understand healthy vs. unhealthy or maladaptive forms of emotional expression.

I. Child Session:

1. Feelings exercises - some examples:

- Body drawing-
 - Outline body
 - Have child cut out faces from “how do you feel” and glue them on body where those feelings are felt
 - Have child write the word of various feelings where they are felt in the body
 - Use colors (probably not more than five) to represent different feelings and have child color the body in the places child identifies feeling those feelings
 - Incorporate pictures from magazines and glue them on body to represent where different feelings are felt

(BE SURE TO ASK CHILD ABOUT THEIR FEELINGS DURING THE TRAUMA)

- ***Feelings list***
 - Take two minutes to have child list all feelings they can think of
 - Have child choose a color and circle those feelings they had on a particularly happy occasion, then another color to circle those feelings felt on first day child came to therapy or disclosed, then another color to circle those feelings felt when abuse occurred.
 - Take turns sharing times you and child each felt various feelings on child's list.

(BE SURE TO ASK CHILD ABOUT THEIR FEELINGS DURING THE TRAUMA)

- **Feelings charades** (This can be a fun joint session with the caregiver as well)
 - With child, make list of feelings, THEN take turns acting them out.
 - Describe where in your body you would feel the *feeling* (i.e., “with the feeling I picked, I have butterflies in my stomach. My face feels warm. My muscles are relaxed. My heart is beating normally. Which feeling is it?”)
- **“If you’re happy and you know it song”**
 - But change the words with the kid’s input (i.e., “if you’re mad and you know it stomp your feet”)
- **Read a book about feelings**
 - Discuss how the feelings described are similar or different from the child’s
- **Songs**
 - Have child choose some of their favorite songs (which are appropriate) to demonstrate how music can make them feel different things

2. Introduce the Feelings Thermometer:

- Explain how you can feel a feeling at different strengths.

II. Parent Session:

Feelings list

BE SURE TO ADDRESS SPECIFICALLY WITH PARENT THEIR FEELINGS AND THOUGHTS AROUND THEIR CHILD’S ABUSE/TRAUMA

III. Joint Session:

- Feelings identification is a great time to do a joint session AFTER the work has been done individually with both client and caregiver.
- Client and caregiver can play a game using the feelings ID (such as feelings charades)
- See who can name the most feelings (be sure to coach parent ahead of time to let child have more feelings and to praise child specifically around all the feelings the child knows)

4. GROUP ROLE PLAY

5. Review of a specific case

6. Don’t forget to go on the intranet!