

Adapted
TF-CBT

*Trauma-Focused
Cognitive Behavioral Therapy*

**Step-by-Step
Checklists**

Adapted from & Based on TF-CBT
by Dr.s Cohen, Manarino & Deblinger

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STEP 1: GATHERING

Objective: To build a relationship with the client while gathering important information.

NAME: _____ **PROGRAM LOCATION:** _____

Tasks	Date Completed	Notes
Establish rapport* (i.e. Identify client likes/dislikes, motivations, interests,...)		
Explain the purpose of counseling, confidentiality, client rights, TF-CBT		
Complete thorough Intake Assessment including Psychosocial History and Mental Status Exam		
Complete initial symptom & clinical assessments: trauma, depression, anxiety, self-esteem, drawings, clinical issues, psychopathology,...		
Develop client <i>Problems List</i> , Identify client <i>Strengths and Concerns</i> (cultural, religious, ethnic), Identify <i>Potential Barriers to Treatment</i> ; <i>Needed Interventions, Resources</i> and/or supplemental treatments; <i>Diagnoses</i>		
Write/document an individualized Treatment Plan		
Practice storytelling/recalling a positive or neutral memory		
Begin "Book about Me," (including drawings of self, family, and a House-a Tree-a Person)		
Optional: Begin Personal Journaling (or Responsive Journal between client & counselor)		
Other:		

**Utilize a variety of activities, resources &/or games to develop and establish the therapeutic relationship. Building trust and feeling emotionally and physically safe are our goals for the client.*

STEP 2: LEARNING

Objective: To provide accurate information to the client about abuse and trauma (and other pertinent topics) that will normalize and validate feelings and reactions and provide a helpful foundational understanding.

NAME: _____ **PROGRAM LOCATION:** _____

Tasks	Date Completed	Notes
Provide psychoeducation about abuse*		
Provide psychoeducation about trauma*		
Provide psychoeducation about exploitation & human trafficking* (<i>if applicable</i>)		
Provide developmentally appropriate sexual education (including anatomy, terms, AIDS, STDs, birth control, ...)		
Provide psychoeducation on self-esteem and relationships (healthy friendships, romantic & coercive relationships, domestic violence, sexual assault, Love & Affection vs Lust & Attraction, boundaries,...)		
Provide information on one's human Rights, value & worth (<i>if not already done or wait until Step 10</i>)		
Other Beneficial Topics (<i>based on individual/group needs</i>) i.e. <i>Self Esteem, Anger Management, Communication,</i>		

* Terms & definitions, statistics, symptoms (emotional, behavioral, physiological, social, mental), feelings, beliefs, reactions, coping mechanisms,...

STEP 3: HELPING*

Objective: To give caregivers knowledge and skills in how to interact with clients in a helpful way.

NAME: _____ **PROGRAM LOCATION:** _____

**NOTE: This step may be presented throughout the course of treatment as it is focused on the caregiver, not the client. Or, in a residential setting, this occurs during staff training and ongoing in-service training.*

Tasks	Date Completed	Notes
Educate about child development (<i>if applicable</i>)		
Educate about abuse/trauma survivors: common victim symptoms and behaviors (refer to Step 2)		
Explain TF-CBT and Caregiver's key role in emotional healing.		
Encourage Caregivers to: deal with their own trauma; identify any unhealthy parenting styles (past or present)		
Discuss caregiver reactions to the victim's experience(s)		
Educate about discipline (behavioral management): consistency, consequences,... (If residential setting, include agency guidelines, governmental concerns,...)		
Teach affect attunement and regulation (skills in recognizing & responding to emotional reactions & behaviors)		
Teach Behavioral Management techniques: Active Ignoring, Time-out ("Cool Down"), and use of Reward or Behavior charts		
Help Caregivers anticipate client's emotionally difficult times		
Teach use of constructive Praise (strength-based approach; active encouragement)		
Role play real life behavioral management scenarios		
Educate about sex education topics if caregiver has insufficient knowledge (refer to Step 2)		
Encourage caregiver to model healthy relationships (refer to what client was taught in Step 2)		

Provide a referral if caregiver is needing assistance to deal with personal trauma experiences &/or parenting concerns			
Educate about stress and vicarious trauma			
Other Beneficial Topics (as needed)			

STEP 4: RELAXING

Objective: To teach the client self-skills in relaxation and managing negative thoughts; and, to assist the client in identifying personally helpful calming skills and activities.

NAME: _____ **PROGRAM LOCATION:** _____

Tasks	Date Completed	Notes
Provide information (psychoeducation) about the body's response to stress and how relaxation skills can help to lessen stress, anxiety and fear reactions to abuse and trauma reminders		
Identify and discuss both negative and positive coping strategies (substance use, risk-taking...)		
Discuss client's personal triggers and coping mechanisms (<i>IF applicable AND not uncomfortable or invasive</i>)		
Teach Relaxation and Thought-Stopping strategies, as appropriate: <ul style="list-style-type: none"> • Deep Breathing • Progressive Muscle relaxation • Exercise & Physical Activity • Mindfulness, Guided Imagery, "Safe Place" • Thought-stopping ideas • Thought-Replacement ideas • Personal anxiety-stress reduction activities (music, reading, bath, exercise, poetry...) 		
Practice relaxation strategies		
Teach anger management/conflict resolution (if needed/appropriate)		
Help client identify & list personally helpful activities for calming herself and minimizing intrusive thoughts, feelings and memories (from techniques taught & from personal activity preferences)		
Identify helpful ideas for dealing with nightmares, flashbacks and sleep problems.		
Other:		

TF-CBT STEP 5: FEELING

Objective: To empower the client to identify and appropriately express emotion and be aware of emotional triggers.

NAME: _____ **PROGRAM LOCATION:** _____

Tasks	Date Completed	Notes
Practice identifying and labeling emotions		
Present psychoeducation regarding emotional expression including: What, How, When, Why and How much (intensity).		
Practice recognizing and expressing various emotions and when they are generally experienced and to what degree.		
Discuss the role of body language and facial expressions in the communication of various emotions.		
Explore emotional distress signals and triggers (<i>if not done previously</i>)		
Practice applying relaxation and stress reduction techniques to emotional distress signals and triggers (<i>if not done previously</i>)		
Other:		

STEP 6: THINKING

Objective: To help client understand the difference and relationship between thoughts, feelings and behaviors as well as the thinking process and inner dialogs

NAME: _____ **PROGRAM LOCATION:** _____

Tasks	Date Completed	Notes
Explain the difference between “thoughts” and “feelings”		
Increase awareness by asking: What might a person be Thinking When ____ happens? or What might people be Thinking if they are feeling ____? (refer to various Step 5 activities but now ask about “thoughts” rather than “feelings”)		
Present the existence of “inner dialog” – our internal conversations with ourselves		
Present the thinking process, including: <ul style="list-style-type: none"> • That we think (internal dialog) • What we think: positive vs negative thoughts • Why we think what we do (influences, experiences) 		
Teach the Cognitive Triangle: How our Thoughts affect our Feelings, which lead to our Behavior (<i>role play examples</i>)		
Review common inaccurate, unhelpful thoughts		
Identify ways to respond to negative internal messages with accurate, helpful thoughts		
Practice scenarios from the client’s everyday life		
Other:		

STEP 7: SHARING I

Objective: To provide a safe, therapeutic environment to share about one's abuse/trauma experience(s).

NAME: _____ **PROGRAM LOCATION:** _____

Task	Date Completed	Notes
Read a story about someone's experience of abuse/trauma (<i>to normalize the sharing and provide an example</i>)		
Discuss reason and importance for doing a trauma narrative (sharing one's story)		
Have the client choose which abuse/trauma story to share (i.e. the worst or the first or when...)		
Discuss options for storytelling in a personally chosen format (other than the dictating): *Writing *Drawing *Art *Music *Poem *Collage *Dance *Drama *Puppets *Sand Tray *other...		
Encourage use of relaxation techniques (stress reduction strategies) if fearful or anxious		
Affirm that negative thoughts and feelings are in the past, they are not part of the present		
Have the client tell her story using format personally chosen and age appropriate.		
Have the client tell her story in detail, dictated to and repeated by the counselor (with some prompting for additional details, thoughts, feelings...)		
Praise the client for bravely sharing her personal story of trauma and remind her that it reflects only <i>part</i> of and not the totality of her life's story.		
If a 'lesser' abuse/trauma was chosen, ask client if she'd like to now share a worse abuse/trauma and repeat this sharing process		
IF/when the client is willing and ready, encourage her to share not just what was done or happened TO her, but what he/she may have done TO others. (This may be done now or return to it after Steps 7, 8 & 9 are completed for what happened TO her.)		
Other:		

TF-CBT STEP 8: EVALUATING

Objective: To help the client evaluate and revise his/her story using the Step 6 skills of identifying and correcting unhelpful and/or inaccurate thinking.

NAME: _____ **PROGRAM LOCATION:** _____

Tasks	Date Completed	Notes
Review the client's story prior to the session(s), developing a list of questions to elicit identification of inaccurate, unhelpful thoughts in the story		
Review the story with the client, asking questions so that he/she identifies the wrong thinking.		
Assist the client in developing accurate/helpful thoughts, so that he/she 'fixes' the story, not the counselor		
Review and read the newly edited story again		
Discuss with client about what she has learned through this process		
Praise the client		
Other:		

STEP 9: SHARING 2

Objective: To decrease shame and increase healing through sharing the trauma story with another person.

NAME: _____ **PROGRAM LOCATION:** _____

Tasks	Date Completed	Notes
Assess client's readiness to share his/her story with someone other than the counselor		
Client identifies a supportive person with whom to share her personal abuse/trauma story		
Assess the support person's readiness to hear the client's trauma story and prepare ('coach') the person in how best to respond		
Prepare client to share her trauma story, discussing expectations and possible reactions of the chosen person.		
Encourage use of relaxation techniques (stress reduction strategies) as needed		
Client shares her (revised, corrected) trauma story with the support person		
Praise both parties		
Debrief experience with client		
Debrief experience with support person (if desired/possible)		
Other:		

STEP 10: LIVING – FREE, SAFE & WELL

Objective: To identify & minimize trauma-avoidance areas, increase personal safety, and set future goals.

NAME: _____ **PROGRAM LOCATION:** _____

Tasks	Date Completed	Notes
LIVING FREE (of fears/phobias)		
Identify avoidance areas (people, places, things- obvious or innocuous)		
Develop & implement a gradual de-sensitization plan for each avoidant area		
LIVING SAFE (protection, prevention & planning)		
Teach personal rights (<i>if not done in Step 2</i>)		
Teach personal safety skills: *Awareness & identification of safe/unsafe people & situations *Assertive communication *Self defense		
Teach problem solving skills		
Make a Personal Safety Plan: what to do if/when feeling unsafe		
Practice Role plays - utilizing various possible real life scenarios		
LIVING WELL (future planning & termination)		
Discuss potential for helping others (<i>if appropriate</i>) and implement when possible		
Set goals for the future: educational, vocational, emotional, recreational,...		
Complete any final assessments (post-test measures, evaluation,...)		
Complete "Book About Me" (including the Safety Plan, Future Goals, Hopes & Dreams)		
Celebrate completion of counseling (or, this phase of it) but keep "open door" and normalize set backs		
Other:		