

Developed cognitive coping ability through integration of skills learned in TF-CBT thus far

PRE-TREATMENT ASSESSMENT AND EARLY PSYCHOEDUCATION

Client and caregiver goals:

1. Client and caregiver will participate in clinical assessment, minimally addressing trauma history, symptoms, and functioning.
2. Client and caregiver will demonstrate understanding of relationship among client trauma history, symptoms, and functioning.
3. Client and caregiver will commit to treatment process.
4. Client and caregiver will demonstrate understanding of trauma and its impact.
5. Client and caregiver will demonstrate understanding of TF-CBT model and goals.

PRE-TREATMENT ASSESSMENT AND EARLY PSYCHOEDUCATION: CLIENT-ONLY	
Develop and use written agenda	<ul style="list-style-type: none"> ○ Develop written agenda with TF-CBT component-specific content ○ Plan specific activities and gather clinical materials ○ Use written agenda throughout session ○ Schedule next client session for the following week
Review previously assigned homework	<ul style="list-style-type: none"> ○ Review homework assigned during previous session ○ Address barriers to homework completion ○ Facilitate completion of unfinished homework during session
Monitor targeted trauma symptoms	<ul style="list-style-type: none"> ○ Monitor trauma symptoms since last clinical encounter ○ Address urgent trauma symptoms
Conduct pre-treatment clinical assessment	<ul style="list-style-type: none"> ○ Provide rationale for pre-treatment assessment and use of standardized assessment measures ○ Administer standardized measures to assess trauma history and symptoms ○ Assess additional clinical domains through interview or use of standardized assessment measures

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| | <ul style="list-style-type: none">○ Engage in clinical observation○ Establish clinical diagnosis |
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Provide pre-treatment assessment results	<ul style="list-style-type: none"> ○ Provide rationale for review of pre-treatment assessment results ○ Provide client pre-treatment assessment results and interpretation
Enhance knowledge and beliefs regarding the general impact of trauma	<ul style="list-style-type: none"> ○ Provide rationale for enhancing knowledge and beliefs regarding the general impact of trauma ○ Assess knowledge and beliefs regarding the general prevalence and impact of trauma ○ Describe the relationship among trauma, symptoms, and functioning ○ Facilitate activities to enhance knowledge and beliefs regarding the general impact of trauma
Introduce TF-CBT model	<ul style="list-style-type: none"> ○ Provide overview of TF-CBT model ○ Describe the TF-CBT evidence base ○ Link TF-CBT goals to pre-treatment assessment results
Develop TF-CBT treatment plan	<ul style="list-style-type: none"> ○ Provide rationale for use of TF-CBT to address client trauma symptoms ○ Identify trauma experiences to be addressed during treatment ○ Identify trauma symptoms to be addressed during treatment ○ Identify client strengths ○ Develop strategy to monitor targeted trauma symptoms ○ Develop written TF-CBT treatment plan
Conduct functional analysis of targeted trauma symptoms	<ul style="list-style-type: none"> ○ Provide rationale for conducting a functional analysis of targeted trauma symptoms ○ Elicit trauma reminders that impact client symptoms and functioning ○ Determine if trauma reminders are innocuous or indicative of significant risk ○ Elicit other factors that impact client symptoms and functioning ○ Assess impact of trauma reminders and other factors on client symptoms and functioning
Assign Pre-Treatment Assessment/ Early Psychoeducation homework	<ul style="list-style-type: none"> ○ Provide rationale for Pre-Treatment Assessment/ Early Psychoeducation homework assignment ○ Describe Pre-Treatment Assessment/Early Psychoeducation homework ○ Develop plan to support and monitor homework completion ○ Provide materials to support and monitor homework completion

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Prepare for Pre-Treatment Assessment/Early Psychoeducation conjoint session	<ul style="list-style-type: none"> ○ Describe Pre-Treatment Assessment/Early Psychoeducation conjoint session rationale and content ○ Develop plan to demonstrate Pre-Treatment Assessment/Early Psychoeducation knowledge and skills ○ Facilitate behavioral rehearsal of client participation in conjoint activities
Deliver TF-CBT content with appropriate pacing throughout treatment session	<ul style="list-style-type: none"> ○ Deliver TF-CBT content during majority of treatment session ○ Integrate gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrate TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
Other	

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PRE-TREATMENT ASSESSMENT AND EARLY PSYCHOEDUCATION: CAREGIVER-ONLY	
Develop and use written agenda	<ul style="list-style-type: none"> ○ Develop written agenda with TF-CBT component-specific content ○ Plan specific activities and gather clinical materials ○ Use written agenda throughout session
Review previously assigned homework	<ul style="list-style-type: none"> ○ Review homework assigned to client during previous session ○ Review homework assigned to caregiver during previous session ○ Address barriers to caregiver homework completion ○ Facilitate completion of unfinished homework during session
Monitor targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitor client trauma symptoms since last clinical encounter ○ Address urgent client trauma symptoms
Conduct pre-treatment clinical assessment	<ul style="list-style-type: none"> ○ Provide rationale for pre-treatment assessment and use of standardized assessment measures ○ Administer standardized measures to assess client trauma history and symptoms ○ Assess additional client clinical domains through interview or use of standardized measures ○ Assess relevant caregiver domains through interview or use of standardized measures ○ Engage in clinical observation ○ Establish client clinical diagnosis
Provide pre-treatment assessment results	<ul style="list-style-type: none"> ○ Provide rationale for review of pre-treatment assessment results ○ Provide client pre-treatment assessment results and interpretation ○ Provide caregiver pre-treatment assessment results and interpretation

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<p>Enhance knowledge and beliefs regarding the general impact of trauma</p>	<ul style="list-style-type: none"> ○ Provide rationale for enhancing knowledge and beliefs regarding the general impact of trauma ○ Summarize client knowledge and beliefs regarding the general impact of trauma ○ Describe the relationship among trauma, symptoms, and functioning ○ Enhance knowledge and beliefs regarding the general impact of trauma
<p>Introduce TF-CBT model</p>	<ul style="list-style-type: none"> ○ Provide overview of TF-CBT model ○ Describe the TF-CBT evidence base ○ Link TF-CBT goals to pre-treatment assessment results
<p>Develop TF-CBT treatment plan</p>	<ul style="list-style-type: none"> ○ Provide rationale for use of TF-CBT to address client trauma symptoms ○ Summarize trauma experiences and symptoms to be addressed during treatment, as identified by client ○ Elicit additional client trauma experiences and symptoms to be addressed during treatment ○ Identify client and caregiver strengths ○ Develop strategy to monitor targeted trauma symptoms with caregiver ○ Develop written TF-CBT treatment plan
<p>Conduct functional analysis of targeted client trauma symptoms</p>	<ul style="list-style-type: none"> ○ Provide rationale for conducting a functional analysis of targeted trauma symptoms ○ Summarize client functional analysis results ○ Elicit trauma reminders that impact client symptoms and functioning ○ Determine if client trauma reminders are innocuous or indicative of significant risk ○ Elicit other factors that impact client symptoms and functioning ○ Assess impact of trauma reminders and other factors on client symptoms and functioning

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<p>Assigned Pre-Treatment Assessment/ Early Psychoeducation homework</p>	<ul style="list-style-type: none"> ○ Provide rationale for Pre-Treatment Assessment/ Early Psychoeducation homework assignment ○ Describe client Pre-Treatment Assessment/Early Psychoeducation homework ○ Facilitate behavioral rehearsal supporting client homework completion ○ Describe caregiver Pre-treatment Assessment/ Early Psychoeducation homework ○ Develop plan to support and monitor homework completion ○ Provide materials to support and monitor homework completion
<p>Prepare for Pre-treatment Assessment/ Early Psychoeducation conjoint session</p>	<ul style="list-style-type: none"> ○ Describe Pre-Treatment Assessment/Early Psychoeducation conjoint session rationale and content ○ Demonstrate optimal caregiver participation in conjoint session ○ Facilitate behavioral rehearsal of optimal caregiver response during conjoint activities
<p>Deliver TF-CBT content, including gradual exposure, with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Deliver TF-CBT content during majority of treatment session ○ Integrate gradual exposure throughout treatment session ○ Integrate TF-CBT skills practiced in previous sessions with new content ○ Deliver session content with appropriate pacing
<p>Other</p>	

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PRE-TREATMENT ASSESSMENT AND EARLY PSYCHOEDUCATION: CONJOINT	
Develop and use written agenda	<ul style="list-style-type: none"> ○ Develop written agenda with TF-CBT component-specific content ○ Plan specific activities and gather clinical materials ○ Use written agenda throughout session
Review previously assigned homework	<ul style="list-style-type: none"> ○ Review homework assigned during previous session ○ Address barriers to homework completion ○ Facilitate completion of unfinished homework during session
Monitor targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitor client trauma symptoms since last clinical encounter ○ Address urgent client trauma symptoms
Assess client-caregiver relationship	<ul style="list-style-type: none"> ○ Observe client-caregiver interaction ○ Assess client-caregiver relationship ○ Refine clinical diagnosis
Review relevant pre-treatment assessment results	<ul style="list-style-type: none"> ○ Provide rationale for reviewing relevant pre-treatment assessment results ○ Summarize relevant client assessment results and interpretation ○ Summarize initial results of functional analysis of targeted client symptoms ○ Facilitate optimal caregiver response to client participation in conjoint activities
Refine TF-CBT treatment plan	<ul style="list-style-type: none"> ○ Provide rationale for refining TF-CBT treatment plan ○ Summarize trauma experiences and symptoms to be addressed during treatment ○ Summarize client and caregiver strengths ○ Refine strategy to monitor targeted client symptoms ○ Refine written TF-CBT treatment plan, integrating client and caregiver goals ○ Facilitate optimal caregiver response to client participation in conjoint activities

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<p>Refine functional analysis of targeted client trauma symptoms</p>	<ul style="list-style-type: none"> ○ Provide rationale for refining functional analysis of targeted trauma symptoms ○ Summarize trauma reminders and other factors that impact client symptoms and functioning ○ Summarize impact of trauma reminders and other factors on client symptoms and functioning ○ Refine functional analysis of targeted client trauma symptoms ○ Facilitate optimal caregiver response to client participation in conjoint activities
<p>Assign Pre-Treatment Assessment/ Early Psychoeducation homework</p>	<ul style="list-style-type: none"> ○ Provide rationale for Pre-Treatment Assessment/ Early Psychoeducation homework assignment ○ Describe Pre-Treatment Assessment/ Early Psychoeducation homework ○ Facilitate behavioral rehearsal supporting conjoint homework completion ○ Develop plan to support and monitor homework completion ○ Provide materials to support and monitor homework completion
<p>Deliver TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Deliver TF-CBT content during majority of treatment session ○ Integrate gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrate TF-CBT skills practiced in previous sessions with new content ○ Deliver session content with appropriate pacing
<p>Other</p>	

PSYCHOEDUCATION RE: CLIENT-SPECIFIC TRAUMA TYPE

Client and caregiver goals:

1. Client and caregiver will demonstrate understanding of client trauma type.
2. Client and caregiver will demonstrate increased comfort discussing client trauma type.

PSYCHOEDUCATION RE: CLIENT-SPECIFIC TRAUMA TYPE: CLIENT-ONLY	
Develop and use written agenda	<ul style="list-style-type: none"> ○ Develop written agenda with TF-CBT component-specific content ○ Plan specific activities and gather clinical materials ○ Use written agenda throughout session ○ Schedule next client session for the following week
Review previously assigned homework	<ul style="list-style-type: none"> ○ Review homework assigned during previous session ○ Address barriers to homework completion ○ Facilitate completion of unfinished homework during session
Monitor targeted trauma symptoms	<ul style="list-style-type: none"> ○ Monitor trauma symptoms since last clinical encounter ○ Address urgent trauma symptoms
Enhance knowledge and beliefs regarding client specific trauma type	<ul style="list-style-type: none"> ○ Provide rationale for enhancing knowledge and beliefs regarding client-specific trauma type ○ Assess knowledge and beliefs regarding the client-specific trauma type ○ Provide facts regarding the client-specific trauma type ○ Describe typical responses to the client-specific trauma type ○ Facilitate activities to enhance knowledge and beliefs regarding client-specific trauma type

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Assign Psychoeducation Homework	<ul style="list-style-type: none"> ○ Provide rationale for Psychoeducation homework assignment ○ Describe Psychoeducation homework ○ Develop plan to support and monitor homework completion ○ Provide materials to support and monitor homework completion
Prepare for Psychoeducation conjoint session	<ul style="list-style-type: none"> ○ Describe Psychoeducation conjoint session rationale and content ○ Develop plan to demonstrate Psychoeducation knowledge and skills ○ Facilitate behavioral rehearsal of optimal client participation in conjoint activities
Deliver TF-CBT content with appropriate pacing throughout treatment session	<ul style="list-style-type: none"> ○ Deliver TF-CBT content during majority of treatment session ○ Integrate gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrate TF-CBT skills practiced in previous sessions with new content ○ Deliver session content with appropriate pacing
Other	

PSYCHOEDUCATION RE: CLIENT-SPECIFIC TRAUMA TYPE: CAREGIVER-ONLY	
Develop and use written agenda	<ul style="list-style-type: none"> ○ Develop written agenda with TF-CBT component-specific content ○ Plan specific activities and gather clinical materials ○ Use written agenda throughout session
Review previously assigned homework	<ul style="list-style-type: none"> ○ Review homework assigned to client during previous session ○ Review homework assigned to caregiver during previous session ○ Address barriers to caregiver homework completion ○ Facilitate completion of unfinished homework during session
Monitor targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitor client trauma symptoms since last clinical encounter ○ Address urgent client trauma symptoms
Enhance knowledge and beliefs regarding the client-specific trauma type	<ul style="list-style-type: none"> ○ Provide rationale for enhancing knowledge and beliefs regarding the client-specific trauma type ○ Summarize client knowledge and beliefs regarding the client-specific trauma type ○ Provide facts regarding the client-specific trauma type ○ Describe typical responses to the client-specific trauma type ○ Enhance caregiver knowledge and beliefs regarding the client-specific trauma type
Assign Psychoeducation homework	<ul style="list-style-type: none"> ○ Provide rationale for Psychoeducation homework assignment ○ Describe client Psychoeducation homework ○ Facilitate behavioral rehearsal supporting client homework completion ○ Describe caregiver Pre-treatment Assessment homework ○ Develop plan to support and monitor homework completion ○ Provide materials to support and monitor homework completion

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Prepared for Psychoeducation conjoint session	<ul style="list-style-type: none"> ○ Describe Psychoeducation conjoint session rationale and content ○ Demonstrate optimal caregiver participation in conjoint session ○ Facilitate behavioral rehearsal of optimal caregiver response during conjoint activities
Other	

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PSYCHOEDUCATION RE: CLIENT-SPECIFIC TRAUMA TYPE: CONJOINT	
Develop and use written agenda	<ul style="list-style-type: none"> ○ Develop written agenda with TF-CBT component-specific content ○ Plan specific activities and gather clinical materials ○ Use written agenda throughout session
Review previously assigned homework	<ul style="list-style-type: none"> ○ Review homework assigned during previous session ○ Address barriers to homework completion ○ Facilitate completion of unfinished homework during session
Monitor targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitor client trauma symptoms since last clinical encounter ○ Address urgent client trauma symptoms
Enhance knowledge and beliefs regarding client-specific trauma type	<ul style="list-style-type: none"> ○ Provide rationale for enhancing knowledge and beliefs regarding client-specific trauma type ○ Facilitate client demonstration of knowledge and beliefs regarding client-specific trauma type ○ Facilitate activities to enhance knowledge and beliefs regarding client-specific trauma type ○ Facilitate optimal caregiver response to client participation in conjoint activities
Assign Psychoeducation homework	<ul style="list-style-type: none"> ○ Provide rationale for Psychoeducation homework assignment ○ Describe Psychoeducation homework ○ Facilitate behavioral rehearsal supporting conjoint homework completion ○ Develop plan to support and monitor homework completion ○ Provide materials to support and monitor homework completion
Other	

PARENTING

Caregiver goals:

1. Caregiver will demonstrate ability to apply positive parenting skills in general and trauma-related situations.
2. Caregiver will demonstrate ability to apply positive parenting skills in general and trauma-related situations.

PARENTING: CAREGIVER-ONLY	
Develop and use written agenda	<ul style="list-style-type: none"> ○ Develop written agenda with TF-CBT component-specific content ○ Plan specific activities and gather clinical materials ○ Use written agenda throughout session
Review previously assigned homework	<ul style="list-style-type: none"> ○ Review homework assigned to caregiver during previous session ○ Address barriers to caregiver homework completion ○ Facilitate completion of unfinished homework during session
Monitor targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitor client trauma symptoms since last clinical encounter ○ Address urgent client trauma symptoms
Develop ability to use praise with client	<ul style="list-style-type: none"> ○ Provide rationale for use of verbal and nonverbal expression of praise ○ Demonstrate use of verbal and nonverbal expression of praise ○ Facilitate behavioral rehearsal of verbal and nonverbal expression of praise, gradually incorporating situations pertinent to client trauma symptoms
Develop ability to use selective attention with client	<ul style="list-style-type: none"> ○ Provide rationale for use of selective attention ○ Demonstrate use of selective attention ○ Facilitate behavioral rehearsal of selective attention, gradually incorporating situations pertinent to client trauma symptoms
Develop ability to use contingency reinforcement with client	<ul style="list-style-type: none"> ○ Provide rationale for use of contingency reinforcement ○ Demonstrate use of contingency reinforcement

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	<ul style="list-style-type: none"> ○ Facilitate behavioral rehearsal of contingency reinforcement, gradually incorporating situations pertinent to client trauma symptoms
Develop ability to integrate parenting skills	<ul style="list-style-type: none"> ○ Provide rationale for integration of parenting skills ○ Demonstrate integration of parenting skills ○ Facilitated behavioral rehearsal of parenting skills integration, gradually incorporating situations pertinent to client trauma symptoms
Assign Parenting homework	<ul style="list-style-type: none"> ○ Provide rationale for Parenting homework assignment ○ Describe client Psychoeducation homework ○ Facilitate behavioral rehearsal supporting client homework completion ○ Describe caregiver Parenting homework ○ Develop plan to support and monitor homework completion ○ Provide materials to support and monitor homework completion
Other	

RELAXATION

Client and caregiver goals:

1. Client will demonstrate ability to apply relaxation skills in general and trauma-related situations
2. Caregiver will reinforce client use of relaxation skills to manage trauma symptoms.
3. Client will demonstrate decrease in physiological manifestation of trauma symptoms through use of relaxation skills

RELAXATION: CLIENT-ONLY	
Develop and use written agenda	<ul style="list-style-type: none"> ○ Develop written agenda with TF-CBT component-specific content ○ Plan specific activities and gather clinical materials ○ Use written agenda throughout session ○ Schedule next client session for the following week
Review previously assigned homework	<ul style="list-style-type: none"> ○ Review homework assigned during previous session ○ Address barriers to homework completion ○ Facilitate completion of unfinished homework during session
Monitor targeted trauma symptoms	<ul style="list-style-type: none"> ○ Monitor trauma symptoms since last clinical encounter ○ Address urgent trauma symptoms
Develop ability to use relaxation skills	<ul style="list-style-type: none"> ○ Provide rationale for use of relaxation skills ○ Identify client-specific relaxation skills ○ Demonstrate use of selected relaxation skills, in general and trauma-related situations ○ Facilitate activities and behavioral rehearsal of relaxation skills, gradually incorporating exposure to trauma memories and reminders
Assign Relaxation homework	<ul style="list-style-type: none"> ○ Provide rationale for Relaxation homework assignment ○ Describe Relaxation homework ○ Develop plan to support and monitor homework completion ○ Provide materials to support and monitor homework completion

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<p>Prepare for Relaxation conjoint session</p>	<ul style="list-style-type: none"> ○ Describe Relaxation conjoint session rationale and content ○ Develop plan to demonstrate Relaxation knowledge and skills ○ Facilitate behavioral rehearsal of optimal participation in conjoint activities
<p>Deliver TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Deliver TF-CBT content during majority of treatment session ○ Integrate gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrate TF-CBT skills practiced in previous sessions with new content ○ Deliver session content with appropriate pacing
<p>Other</p>	

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RELAXATION: CAREGIVER-ONLY	
Develop and use written agenda	<ul style="list-style-type: none"> ○ Develop written agenda with TF-CBT component-specific content ○ Plan specific activities and gather clinical materials ○ Use written agenda throughout session
Review previously assigned homework	<ul style="list-style-type: none"> ○ Review homework assigned to client during previous session ○ Review homework assigned to caregiver during previous session ○ Address barriers to caregiver homework completion ○ Facilitate completion of unfinished homework during session
Monitor targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitor client trauma symptoms since last clinical encounter ○ Address urgent client trauma symptoms
Developed strategies to reinforce client use of relaxation skills	<ul style="list-style-type: none"> ○ Provided rationale for use of relaxation skills ○ Summarized client use of relaxation skills, in general and trauma-related situations ○ Enhanced caregiver use of relaxation skills ○ Demonstrated strategies to reinforce client use of relaxation skills ○ Facilitated behavioral rehearsal to reinforce client use of relaxation skills, gradually incorporating situations pertinent to client trauma experience
Assigned Relaxation homework	<ul style="list-style-type: none"> ○ Provided rationale for Relaxation homework assignment ○ Described client Relaxation homework ○ Facilitated behavioral rehearsal supporting client homework completion ○ Described caregiver Relaxation homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
Prepared for Relaxation conjoint session	<ul style="list-style-type: none"> ○ Described Relaxation conjoint session rationale and content ○ Demonstrated optimal caregiver participation in conjoint session

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	<ul style="list-style-type: none"> ○ Facilitated behavioral rehearsal of optimal caregiver response during conjoint activities
Delivered TF-CBT content with appropriate pacing throughout treatment session	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
Other	

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RELAXATION: CONJOINT	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Reinforced client ability to use relaxation skills	<ul style="list-style-type: none"> ○ Provided rationale for use of relaxation skills ○ Facilitated client demonstration of relaxation skills ○ Facilitated behavioral rehearsal of client relaxation skills, gradually incorporating exposure to trauma memories and reminders
Assigned Relaxation homework	<ul style="list-style-type: none"> ○ Provided rationale for Relaxation homework assignment ○ Described Relaxation homework ○ Facilitated behavioral rehearsal supporting conjoint homework completion ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion

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<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

AFFECTIVE EXPRESSION AND MODULATION

Client and caregiver goals:

1. Client will demonstrate ability to apply affective expression and modulation skills in general and trauma-related situations.
2. Caregiver will reinforce client use of relaxation skills and affective expression and modulation skills to manage trauma symptoms.
3. Client will demonstrate decrease in affective manifestation of trauma symptoms through use of affective expression and modulation skills, in addition to relaxation skills.

AFFECTIVE EXPRESSION AND MODULATION: CLIENT-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session ○ Scheduled next client session for the following week
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted trauma symptoms	<ul style="list-style-type: none"> ○ Monitored trauma symptoms since last clinical encounter ○ Addressed urgent trauma symptoms
Developed ability to use emotions vocabulary	<ul style="list-style-type: none"> ○ Provided rationale for use of emotions vocabulary ○ Assessed range and use of emotions vocabulary ○ Demonstrated use of emotions vocabulary, in general and trauma-related situations ○ Facilitated activities and behavioral rehearsal to enhance range and use of emotions vocabulary, gradually incorporating exposure to trauma memories and reminders
Developed ability to identify physiologic response to emotions in self	<ul style="list-style-type: none"> ○ Provided rationale for identifying physiologic response to emotion in self ○ Demonstrated strategies to identify physiologic response to emotion in self

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	<ul style="list-style-type: none"> ○ Facilitated activities and behavioral rehearsal to identify physiologic response to emotion in self, gradually incorporating exposure to trauma memories and reminders
Developed ability to assess emotional intensity in self	<ul style="list-style-type: none"> ○ Provided rationale for assessing emotional intensity in self ○ Demonstrated strategies to assess emotional intensity in self ○ Facilitated activities and behavioral rehearsal to assess emotional intensity in self, gradually incorporating exposure to trauma memories and reminders
Developed ability to identify indicators of emotion in others	<ul style="list-style-type: none"> ○ Provided rationale for identifying verbal and non-verbal indicators of emotion in others ○ Demonstrated strategies to identify verbal and non-verbal indicators of emotion in others ○ Facilitated activities and behavioral rehearsal to identify verbal and non-verbal indicators of emotion, gradually incorporating exposure to trauma memories and reminders
Developed ability to regulate emotion through integration of TF-CBT skills	<ul style="list-style-type: none"> ○ Provided rationale for regulating emotion ○ Demonstrated integration of relaxation skills and emotion regulation skills, in general and trauma-related situations ○ Facilitated activities and behavioral rehearsal of emotion regulation through integration of relaxation skills and emotion regulation skills, gradually incorporating exposure to trauma memories and reminders
Assigned Affective Expression and Modulation homework	<ul style="list-style-type: none"> ○ Provided rationale for Affective Expression and Modulation homework assignment ○ Described Affective Expression and Modulation homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
Prepared for Affective Expression and Modulation conjoint session	<ul style="list-style-type: none"> ○ Described Affective Expression and Modulation conjoint session rationale and content ○ Developed plan to demonstrate client Affective Expression and Modulation knowledge and skills during conjoint session ○ Facilitated behavioral rehearsal of optimal client participation in conjoint activities

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<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

AFFECTIVE EXPRESSION AND MODULATION: CAREGIVER-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned to caregiver during previous session ○ Addressed barriers to caregiver homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Developed strategies to reinforce client use of emotions vocabulary	<ul style="list-style-type: none"> ○ Provided rationale for use of emotions vocabulary ○ Summarized client use of emotions vocabulary, in general and trauma-related situations ○ Enhanced caregiver use of emotions vocabulary ○ Demonstrated strategies to reinforce client use of emotions vocabulary ○ Facilitated behavioral rehearsal to reinforce client use of emotions vocabulary, gradually incorporating situations pertinent to client trauma experience
Developed strategies to reinforce client identification of physiologic response to emotion in self	<ul style="list-style-type: none"> ○ Provided rational for identifying physiologic response to emotion ○ Summarized client ability to identify physiologic response to emotions, in general and trauma-related situations ○ Enhanced caregiver ability to assess physiologic response to emotion ○ Demonstrated strategies to reinforce client identification of physiologic response to emotion ○ Facilitated behavioral rehearsal to reinforce client identification of physiologic response to emotion in self, gradually incorporating situations pertinent to client trauma experience

North Carolina Child Treatment Program
 Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
 Ten Component Outline

<p>Developed strategies to reinforce client assessment of emotional intensity in self</p>	<ul style="list-style-type: none"> ○ Provided rationale for assessing emotional intensity ○ Summarized client ability to assess emotional intensity, in general and trauma-related situations ○ Enhanced caregiver ability to assess emotional intensity ○ Demonstrated strategies to reinforce client self-assessment of emotional intensity ○ Facilitated behavioral rehearsal to reinforce client self-assessment of emotional intensity, gradually incorporating situations pertinent to client trauma experience
<p>Developed strategies to reinforce client identification of emotion in others</p>	<ul style="list-style-type: none"> ○ Provided rationale for identifying verbal and non-verbal indicators of emotion in others ○ Summarized client ability to identify verbal and non-verbal indicators of emotion in others, in general and trauma-related situations ○ Enhanced caregiver ability to identify verbal and non-verbal indicators of emotion in others ○ Demonstrated strategies to reinforce client identification of verbal and non-verbal indicators of emotion in others ○ Facilitated behavioral rehearsal to reinforce client identification of verbal and non-verbal indicators of emotion in others, gradually incorporating situations pertinent to client trauma experience
<p>Developed strategies to reinforce client emotion regulation through integration of TF-CBT skills</p>	<ul style="list-style-type: none"> ○ Provided rationale for regulating emotion ○ Summarized client integration of relaxation skills and emotion regulation skills, in general and trauma-related situations ○ Enhanced caregiver ability to integrate relaxation skills and emotion regulation skills ○ Demonstrated strategies to reinforce client emotion regulation through integration of relaxation skills and emotion regulation skills ○ Facilitated behavioral rehearsal to reinforce client emotion regulation through integration of relaxation skills and emotion regulation skills, gradually incorporating situations pertinent to client trauma experience

North Carolina Child Treatment Program
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
Ten Component Outline

Assigned Affective Expression and Modulation homework	<ul style="list-style-type: none"> ○ Provided rationale for Affective Expression and Modulation homework assignment ○ Described client Affective Expression and Modulation homework ○ Facilitated behavioral rehearsal supporting client homework completion ○ Described caregiver Affective Expression and Modulation homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
Prepared for Affective Expression and Modulation conjoint session	<ul style="list-style-type: none"> ○ Described Affective Expression and Modulation conjoint session rationale and content ○ Demonstrated optimal caregiver participation in conjoint session ○ Facilitated behavioral rehearsal of optimal caregiver response during conjoint activities
Delivered TF-CBT content with appropriate pacing throughout treatment session	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
Other	

North Carolina Child Treatment Program
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
Ten Component Outline

AFFECTIVE EXPRESSION AND MODULATION: CONJOINT	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Reinforced client ability to regulate emotion through integration of TF-CBT skills	<ul style="list-style-type: none"> ○ Provided rationale for regulating emotion ○ Facilitated client demonstration of integrated relaxation skills and emotion regulation skills ○ Facilitated behavioral rehearsal of emotion regulation through integration of client relaxation skills and emotion regulation skills, gradually incorporating exposure to trauma memories and reminders ○ Facilitated optimal caregiver response to client participation in conjoint activities
Assigned Affective Expression and Modulation homework	<ul style="list-style-type: none"> ○ Provided rationale for Affective Expression and Modulation homework assignment ○ Described Affective Expression and Modulation homework ○ Facilitated behavioral rehearsal supporting conjoint homework completion ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion

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Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
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<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

COGNITIVE COPING

Client and caregiver goals:

1. Client will demonstrate use of cognitive coping skills in general and trauma-symptom related situations.
2. Caregiver will reinforce client use of relaxation skills, affective expression and modulation skills, and cognitive coping skills to manage trauma symptoms.

COGNITIVE COPING: CLIENT-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session ○ Scheduled next client session for the following week
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted trauma symptoms	<ul style="list-style-type: none"> ○ Monitored trauma symptoms since last clinical encounter ○ Addressed urgent trauma symptoms
Developed ability to differentiate cognitions and emotions	<ul style="list-style-type: none"> ○ Provided rationale for differentiating cognitions and emotions ○ Demonstrated strategies to differentiate cognitions and emotions ○ Facilitated activities and behavioral rehearsal to differentiate cognitions and emotions, gradually incorporating exposure to trauma memories and reminders
Developed ability to apply the cognitive triangle	<ul style="list-style-type: none"> ○ Provided rationale for application of cognitive triangle ○ Demonstrated application of cognitive triangle ○ Facilitated activities and behavioral rehearsal of application of cognitive triangle, gradually incorporating exposure to trauma memories and reminders

North Carolina Child Treatment Program
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
Ten Component Outline

<p>Developed ability to identify automatic thoughts and thought patterns</p>	<ul style="list-style-type: none"> ○ Provided rationale for identifying automatic thoughts and thought patterns ○ Demonstrated strategies to identify automatic thoughts and thought patterns ○ Facilitated activities and behavioral rehearsal to identify automatic thoughts and thought patterns, gradually incorporating exposure to trauma memories and reminders
<p>Developed ability to assess cognitive distortions</p>	<ul style="list-style-type: none"> ○ Provided rationale for assessing cognitive distortions ○ Demonstrated strategies to assess cognitive distortions ○ Facilitated activities and behavioral rehearsal to assess cognitive distortions, gradually incorporating exposure to trauma memories and reminders
<p>Developed ability to use cognitive coping techniques</p>	<ul style="list-style-type: none"> ○ Provided rationale for using specific cognitive coping techniques ○ Demonstrated use of cognitive coping techniques ○ Elicited client-preferred cognitive coping techniques ○ Facilitated activities and behavioral rehearsal to use cognitive coping techniques, gradually incorporating exposure to trauma memories and reminders
<p>Developed cognitive coping ability through integration of TF-CBT skills</p>	<ul style="list-style-type: none"> ○ Provided rationale for developing cognitive coping ability ○ Demonstrated integration of relaxation skills, emotional regulation skills, and cognitive coping skills, in general and trauma-specific situations ○ Facilitated activities and behavioral rehearsal of cognitive coping through integration of relaxation skills, emotional regulation skills, and cognitive coping skills, gradually incorporating exposure to trauma memories and reminders
<p>Assigned Cognitive Coping homework</p>	<ul style="list-style-type: none"> ○ Provided rationale for Cognitive Coping homework assignment ○ Described Cognitive Coping homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion

North Carolina Child Treatment Program
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
Ten Component Outline

<p>Prepared for Cognitive Coping conjoint session</p>	<ul style="list-style-type: none"> ○ Described Cognitive Coping conjoint session rationale and content ○ Developed plan to demonstrate client Cognitive Coping knowledge and skills during conjoint session ○ Facilitated behavioral rehearsal of optimal client participation in conjoint activities
<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

North Carolina Child Treatment Program
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
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COGNITIVE COPING: CAREGIVER-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned to caregiver during previous session ○ Addressed barriers to caregiver homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Developed strategies to reinforce client differentiation of cognitions and emotions	<ul style="list-style-type: none"> ○ Provided rationale for differentiating cognitions and emotions ○ Summarized client ability to differentiate cognitions and emotions, in general and trauma-specific situations ○ Enhanced caregiver ability to differentiate own cognitions and emotions ○ Demonstrated strategies to reinforce client differentiation of cognitions and emotions ○ Facilitated behavioral rehearsal to reinforce client differentiation of cognitions and emotions, gradually incorporating situations pertinent to client trauma experience
Developed strategies to reinforce client application of the cognitive triangle	<ul style="list-style-type: none"> ○ Provided rationale for application of cognitive triangle ○ Summarized client application of cognitive triangle, in general and trauma-related situations ○ Enhanced caregiver application of cognitive triangle ○ Demonstrated strategies to reinforce client application of cognitive triangle ○ Facilitated behavioral rehearsal to reinforce client application of cognitive triangle, gradually incorporating situations pertinent to client trauma experience

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 Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
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<p>Developed strategies to reinforce client identification of automatic thoughts and thought patterns</p>	<ul style="list-style-type: none"> ○ Provided rationale for identifying automatic thoughts and thought patterns ○ Summarized client ability to identify automatic thoughts and thought patterns, in general and trauma-related situations ○ Enhanced caregiver ability to identify own automatic thoughts and thought patterns ○ Demonstrated strategies to reinforce client identification of automatic thoughts and thought patterns ○ Facilitated behavioral rehearsal to reinforce client identification of automatic thoughts and thought patterns, gradually incorporating situations pertinent to client trauma experience
<p>Developed strategies to reinforce client assessment of cognitive distortions</p>	<ul style="list-style-type: none"> ○ Provided rationale for assessing cognitive distortions ○ Summarized client strategies to assess cognitive distortions, in general and trauma-related situations ○ Enhanced caregiver ability to assess own cognitive distortions ○ Demonstrated strategies to reinforce client assessment of cognitive distortions ○ Facilitated behavioral rehearsal to reinforce client assessment of cognitive distortions, gradually incorporating situations pertinent to client trauma experience
<p>Developed strategies to reinforce client use of cognitive coping techniques</p>	<ul style="list-style-type: none"> ○ Provided rationale for using cognitive coping techniques ○ Summarized client use of cognitive coping techniques, in general and trauma-related situations ○ Enhanced caregiver ability to use cognitive coping techniques ○ Demonstrated strategies to reinforce client use of cognitive coping techniques ○ Facilitated behavioral rehearsal to reinforce client use of cognitive coping techniques, gradually incorporating situations pertinent to client trauma experience

North Carolina Child Treatment Program
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<p>Developed strategies to reinforce client cognitive coping through integration of TF-CBT skills</p>	<ul style="list-style-type: none"> ○ Provided rationale for developing cognitive coping ability ○ Summarized client integration of relaxation skills, emotional regulation skills, and cognitive coping skills, in general and trauma-specific situations ○ Enhanced caregiver ability to integrate relaxation skills, emotional regulation skills, and cognitive coping skills ○ Demonstrated strategies to reinforce client cognitive coping through integration of relaxation skills, emotional regulation skills, and cognitive coping skills ○ Facilitated behavioral rehearsal to reinforce client cognitive coping through integration of relaxation skills, emotional regulation skills, and cognitive coping skills, gradually incorporating exposure to trauma memories and reminders
<p>Assigned Cognitive Coping homework</p>	<ul style="list-style-type: none"> ○ Provided rationale for Cognitive Coping homework assignment ○ Described client Cognitive Coping homework ○ Facilitated behavioral rehearsal supporting client homework completion ○ Described caregiver Cognitive Coping homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
<p>Prepared for Cognitive Coping conjoint session</p>	<ul style="list-style-type: none"> ○ Described Cognitive Coping conjoint session rationale and content ○ Demonstrated optimal caregiver participation in conjoint session ○ Facilitated behavioral rehearsal of optimal caregiver response during conjoint activities
<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

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 Ten Component Outline

COGNITIVE COPING: CONJOINT	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Reinforced client cognitive coping ability through integration of TF-CBT skills	<ul style="list-style-type: none"> ○ Provided rationale for developing cognitive coping ability ○ Facilitated client demonstration of integrated relaxation skills, emotional regulation skills, and cognitive coping skills ○ Facilitated behavioral rehearsal of cognitive coping through integration of client relaxation skills, emotional regulation skills and cognitive coping skills, gradually incorporating exposure to trauma memories and reminders ○ Facilitated optimal caregiver response to client participation in conjoint activities
Assigned Cognitive Coping homework	<ul style="list-style-type: none"> ○ Provided rationale for Cognitive Coping homework assignment ○ Described Cognitive Coping homework ○ Facilitated behavioral rehearsal supporting conjoint homework completion ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion

North Carolina Child Treatment Program
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<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

TRAUMA NARRATION AND PROCESSING

Client and caregiver goals:

1. Client will articulate an organized, sequenced memory of traumatic events.
2. Client will demonstrate decreased reactivity to trauma reminders.
3. Client will articulate accurate or helpful cognitions regarding trauma experience.
4. Client will articulate examples of self-efficacy regarding trauma experience.
5. Client will articulate enhanced perception of self, others, or world relative to trauma experience.
6. Caregiver will reinforce client ability to decrease reactivity to trauma reminders.
7. Caregiver will reinforce accurate or helpful client cognitions regarding trauma experience.
8. Caregiver will reinforce client sense of self-efficacy regarding trauma experience.
9. Caregiver will reinforce enhanced client perception of self, others, or world relative to trauma experience.

TRAUMA NARRATION AND PROCESSING: CLIENT-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session ○ Scheduled next client session for the following week
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted trauma symptoms	<ul style="list-style-type: none"> ○ Monitored trauma symptoms since last clinical encounter ○ Addressed urgent trauma symptoms
Introduced trauma narration	<ul style="list-style-type: none"> ○ Provided rationale for trauma narration ○ Described process of trauma narration development ○ Provided examples of trauma narration ○ Elicited client-preferred skills to manage distress during trauma narration

North Carolina Child Treatment Program
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
Ten Component Outline

Initiated trauma narration	<ul style="list-style-type: none"> ○ Identify trauma experiences and themes that will be focus of trauma narration ○ Determined trauma narration format and content ○ Initiated trauma narration ○ Monitored and addressed client distress
Incorporated specific trauma memories into narration	<ul style="list-style-type: none"> ○ Provided rationale for inclusion of specific trauma memories in narration ○ Elicited and incorporated specific trauma memories in narration ○ Enhanced organization and sequencing of specific trauma memories ○ Identified and addressed avoidance in narration ○ Monitored and addressed client distress
Incorporated "worst" trauma memories into narration	<ul style="list-style-type: none"> ○ Provided rationale for inclusion of "worst" trauma memories in narration ○ Elicited and incorporated "worst" trauma memories in narration ○ Enhanced organization and sequencing of "worst" trauma memories ○ Identified and addressed avoidance with regard to "worst" trauma memories ○ Monitored and addressed client distress
Reviewed trauma-specific content from prior narration sessions	<ul style="list-style-type: none"> ○ Provided rationale for exposure to trauma-specific content from prior narration sessions ○ Reviewed trauma-specific content from prior narration sessions ○ Elicited and incorporated additional trauma-specific detail into narration ○ Monitored and addressed client distress
Introduced concept of trauma re-processing within narration	<ul style="list-style-type: none"> ○ Provided rationale for trauma re-processing ○ Described trauma re-processing ○ Monitored and addressed client distress
Identified and addressed trauma reminders within narration	<ul style="list-style-type: none"> ○ Provided rationale for addressing trauma reminders ○ Identified trauma reminders within narration ○ Elicited and addressed additional trauma reminders ○ Monitored and addressed client distress

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<p>Identified and addressed cognitive distortions within narration</p>	<ul style="list-style-type: none"> ○ Provided rationale for addressing trauma-specific cognitive distortions ○ Identified trauma-specific cognitive distortions within narration ○ Elicited additional trauma-specific cognitive distortions ○ Challenged and replaced trauma-specific cognitive distortions ○ Enhanced belief in accurate or helpful cognitions ○ Elicited change in emotion associated with focus on accurate or helpful cognitions ○ Monitored and addressed client distress
<p>Incorporated examples of self-efficacy within narration</p>	<ul style="list-style-type: none"> ○ Provided rationale for including examples of self-efficacy regarding trauma experience ○ Identified examples of self-efficacy within trauma narration ○ Elicited and incorporated additional examples of self-efficacy regarding trauma experience ○ Elicited change in emotion associated with focus on self-efficacy ○ Monitored and addressed client distress
<p>Incorporated helpful perceptions of self, others, or world within narration</p>	<ul style="list-style-type: none"> ○ Provided rationale for enhancing perception of self, others, or world relative to trauma experience ○ Elicited and incorporated helpful perceptions of self, others, or world relative to trauma experience ○ Elicited change in emotion associated with focus on helpful perceptions ○ Monitored and addressed client distress
<p>Assigned on-going TF-CBT skills practice as sole form of homework during trauma narration development and processing</p>	<ul style="list-style-type: none"> ○ Provided rationale for practicing TF-CBT skills at home during this component ○ Reviewed relevant TF-CBT skills for practice at home ○ Facilitated behavioral rehearsal of TF-CBT skills for practice at home ○ Developed plan to support and monitor TF-CBT skills practice at home ○ Provided materials to support and monitor TF-CBT skills practice at home

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<p>Prepared for Trauma Narration and Processing conjoint session</p>	<ul style="list-style-type: none"> ○ Described Trauma Narration and Processing conjoint session rationale and content ○ Developed plan to review trauma narration with caregiver during conjoint session ○ Facilitated behavioral rehearsal of optimal client participation in conjoint activities ○ Monitored and addressed client distress
<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions until trauma reprocessing ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

TRAUMA NARRATION AND PROCESSING: CAREGIVER-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned to caregiver during previous session ○ Addressed barriers to caregiver homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Introduced trauma narration and re-processing	<ul style="list-style-type: none"> ○ Provided rationale for trauma narration and re-processing ○ Described client trauma narration development and re-processing ○ Provided examples of trauma narration ○ Described plan to expose caregiver to trauma narration
Addressed potential client treatment resistance or symptom escalation during narration	<ul style="list-style-type: none"> ○ Provided rationale for addressing potential client treatment resistance and symptom escalation ○ Described potential client treatment resistance and symptom escalation during trauma narration ○ Identified strategies to address client treatment resistance and symptom escalation ○ Facilitated behavioral rehearsal to address client treatment resistance and symptom escalation

North Carolina Child Treatment Program
 Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
 Ten Component Outline

<p>Exposed caregiver to trauma narration throughout development process</p>	<ul style="list-style-type: none"> ○ Provided rationale for caregiver exposure to trauma-specific content ○ Reviewed trauma-specific content of client narration throughout development and reprocessing ○ Elicited and addressed caregiver cognitions and emotions regarding trauma narration content ○ Elicited caregiver response to trauma experience ○ Developed plan to address suboptimal caregiver response to trauma experience, if relevant ○ Monitored and addressed caregiver distress
<p>Identified and addressed client trauma reminders</p>	<ul style="list-style-type: none"> ○ Provided rationale for addressing client trauma reminders ○ Described trauma reminders identified by client ○ Elicited additional client trauma reminders ○ Enhanced caregiver ability to address client trauma reminders ○ Addressed caregiver trauma reminders ○ Monitored and addressed caregiver distress
<p>Enhanced ability to address client cognitive distortions regarding trauma experience</p>	<ul style="list-style-type: none"> ○ Provided rationale for addressing client cognitive distortions regarding trauma experience ○ Described inaccurate or unhelpful cognitions identified by client ○ Described accurate or more helpful cognitions identified by client during trauma re-processing ○ Described change in client emotion associated with focus on accurate or helpful cognitions ○ Elicited additional client cognitive distortions regarding trauma experience ○ Enhanced caregiver ability to reinforce accurate and helpful client cognitions regarding trauma experience ○ Addressed caregiver cognitions about client trauma experience ○ Monitored and addressed caregiver distress

North Carolina Child Treatment Program
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<p>Enhanced ability to reinforce client perception of self-efficacy with regard to trauma experience</p>	<ul style="list-style-type: none"> ○ Provided rationale for reinforcing client perception of self-efficacy regarding trauma experience ○ Described client perception of self-efficacy within trauma narration ○ Described change in client emotion associated with focus on self-efficacy ○ Elicited additional examples of client efficacy regarding the trauma experience ○ Enhanced caregiver ability to reinforce client perception of self-efficacy regarding trauma experience ○ Enhanced caregiver perception of own efficacy regarding client trauma experience ○ Monitored and addressed caregiver distress
<p>Enhanced ability to reinforce helpful client conceptualization of trauma experience</p>	<ul style="list-style-type: none"> ○ Provided rationale for reinforcing helpful client conceptualization of self, others, or worldview relative to trauma experience ○ Described client perception of self, others, or world relative to trauma experience ○ Described change in client emotion associated with helpful conceptualization of self, others, or worldview ○ Enhanced caregiver ability to reinforce helpful client conceptualization of self, others, or worldview ○ Enhanced caregiver conceptualization of self, client, or worldview relative to trauma experience ○ Monitored and addressed caregiver distress
<p>Assigned on-going TF-CBT skills practice as sole form of homework during trauma narration development and processing</p>	<ul style="list-style-type: none"> ○ Provided rationale for TF-CBT skills practice at home during this component ○ Reviewed relevant TF-CBT skills for practice at home ○ Facilitated behavioral rehearsal supporting TF-CBT skills for practice at home ○ Described caregiver TF-CBT skills practice at home ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion

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<p>Prepared for Trauma Narration and Processing conjoint session</p>	<ul style="list-style-type: none"> ○ Described Trauma Narration and Processing conjoint session rationale and content ○ Demonstrated optimal caregiver participation in conjoint session ○ Developed plan to review trauma narration with client during conjoint session, once trauma narration reprocessing is complete ○ Facilitated behavioral rehearsal of optimal caregiver response during conjoint activities ○ Monitored and addressed caregiver distress
<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

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TRAUMA NARRATION AND PROCESSING: CONJOINT	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Shared the completed and re-processed trauma narration	<ul style="list-style-type: none"> ○ Provided rationale for sharing re-processed trauma narration ○ Facilitated sharing of re-processed trauma narration ○ Facilitated optimal caregiver response to client participation in session ○ Monitored and addressed client and caregiver distress
Reinforced client ability to address trauma reminders	<ul style="list-style-type: none"> ○ Provided rationale for addressing trauma reminders ○ Reviewed trauma reminders within narration ○ Reinforced client ability to address trauma reminders ○ Facilitated optimal caregiver response to client participation in session ○ Monitored and addressed client and caregiver distress
Enhanced accurate and helpful client cognitions regarding trauma experience	<ul style="list-style-type: none"> ○ Provided rationale for reinforcing accurate and helpful client cognitions regarding trauma experience ○ Reviewed re-processed cognitions within trauma narration ○ Enhanced accurate and helpful client cognitions regarding trauma experience ○ Facilitated optimal caregiver response to client participation in session ○ Monitored and addressed client and caregiver distress

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<p>Enhanced client perception of self-efficacy with regard to trauma experience</p>	<ul style="list-style-type: none"> ○ Provided rationale for reinforcing client perception of self-efficacy with regard to trauma experience ○ Reviewed examples of client efficacy identified within trauma narration ○ Facilitated optimal caregiver response to client participation in session ○ Monitored and addressed client and caregiver distress
<p>Enhanced helpful client conceptualization of trauma experience</p>	<ul style="list-style-type: none"> ○ Provided rationale for enhancing client conceptualization of self, others, or worldview relative to trauma experience ○ Reviewed helpful client conceptualization of self, others, or worldview relative to trauma experience ○ Facilitated optimal caregiver response to client participation in session ○ Monitored and addressed client and caregiver distress
<p>Addressed suboptimal caregiver response to client trauma experience, if relevant</p>	<ul style="list-style-type: none"> ○ Provided rationale for addressing suboptimal caregiver response to client trauma experience ○ Facilitated caregiver clarification of suboptimal response to client trauma experience ○ Facilitated optimal caregiver response to client participation in session ○ Monitored and addressed client and caregiver distress
<p>Assigned on-going TF-CBT skills practice as sole form of homework during trauma narration development and processing</p>	<ul style="list-style-type: none"> ○ Provided rationale for TF-CBT skills practice at home during this component ○ Reviewed relevant TF-CBT skills for practice at home ○ Facilitated behavioral rehearsal supporting conjoint homework completion ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion

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Ten Component Outline

<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

ENHANCING FUTURE SAFETY AND HEALTHY DEVELOPMENT

Client and caregiver goals:

1. Client and caregiver will demonstrate skills to reduce risk of client-specific trauma recurrence.
2. Client and caregiver will demonstrate enhanced self-efficacy regarding ability to address future risk.
3. Client and caregiver will demonstrate skills to reduce impact of trauma on future development.
4. Client and caregiver will demonstrate enhanced communication regarding future safety and development.

ENHANCING FUTURE SAFETY AND HEALTHY DEVELOPMENT: CLIENT-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session ○ Scheduled next client session for the following week
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted trauma symptoms	<ul style="list-style-type: none"> ○ Monitored trauma symptoms since last clinical encounter ○ Addressed urgent trauma symptoms
Identified potential risk to future physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for identifying potential risk to future physical or psychological safety, as it pertains to trauma experience ○ Elicited potential risk to future physical or psychological safety, as it pertains to trauma experience
Developed ability to use trauma-related safety skills	<ul style="list-style-type: none"> ○ Provided rationale for use of trauma-related safety skills ○ Demonstrated use of trauma-related safety skills ○ Facilitated activities and behavioral rehearsal using safety skills, gradually incorporating situations pertinent to client trauma experience

North Carolina Child Treatment Program
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
Ten Component Outline

Identified potential impact of trauma on future development	<ul style="list-style-type: none"> ○ Provided rationale for identifying potential impact of trauma on future development ○ Elicited potential impact of trauma on future development
Developed ability to address potential impact of trauma on future development	<ul style="list-style-type: none"> ○ Provided rationale for addressing potential impact of trauma on future development ○ Demonstrated strategies to address potential impact of trauma on future development ○ Facilitated behavioral rehearsal to address potential impact of trauma on development
Assigned Enhancing Future Safety and Development homework	<ul style="list-style-type: none"> ○ Provided rationale for Enhancing Future Safety and Healthy Development homework assignment ○ Described Enhancing Future Safety and Healthy Development homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
Prepared for Enhancing Future Safety and Development conjoint session	<ul style="list-style-type: none"> ○ Described Enhancing Future Safety and Healthy Development conjoint session rationale and content ○ Developed plan to demonstrate client Enhancing Future Safety and Development knowledge and skills ○ Facilitated behavioral rehearsal of optimal client participation in conjoint activities
Delivered TF-CBT content with appropriate pacing throughout treatment session	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
Other	

ENHANCING FUTURE SAFETY AND HEALTHY DEVELOPMENT: CAREGIVER-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned to caregiver during previous session ○ Addressed barriers to caregiver homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Identified potential risk to future physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for identifying potential risk to future physical or psychological safety, as it pertains to trauma experience ○ Summarized potential risk to future physical or psychological safety, as identified by client ○ Elicited potential risk to future physical or psychological safety, as it pertains to client trauma experience
Developed strategies to reinforce client use of trauma-related safety skills	<ul style="list-style-type: none"> ○ Provided rationale for client use of trauma-related safety skills ○ Summarized client use of trauma-related safety skills ○ Enhanced caregiver use of trauma-related safety skills ○ Demonstrated strategies to reinforce client use of trauma-related safety skills ○ Facilitated behavioral rehearsal to reinforce client use of trauma-related safety skills, gradually incorporating situations pertinent to client trauma experience
Identified potential impact of client trauma on future development	<ul style="list-style-type: none"> ○ Provided rationale for identifying potential impact of trauma on client development ○ Summarized potential impact of trauma on future development, as identified by client ○ Elicited potential impact of client trauma on future development

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Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
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<p>Developed strategies to address potential impact of client trauma on future development</p>	<ul style="list-style-type: none"> ○ Provided rationale for addressing potential impact of client trauma on future development ○ Summarized client strategies to address potential impact of trauma on future development ○ Enhanced caregiver strategies to address potential impact of client trauma on future development ○ Facilitated behavioral rehearsal of caregiver strategies to address potential impact of client trauma on future development
<p>Assigned Enhancing Future Safety and Healthy Development Homework</p>	<ul style="list-style-type: none"> ○ Provided rationale for Enhancing Future Safety and Healthy Development homework assignment ○ Described client Enhancing Future Safety and Healthy Development homework ○ Facilitated behavioral rehearsal supporting client homework completion ○ Described caregiver Enhancing Future Safety and Healthy Development homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
<p>Prepared for Enhancing Future Safety and Healthy Development conjoint session</p>	<ul style="list-style-type: none"> ○ Described Enhancing Future Safety and Healthy Development conjoint session rationale and content ○ Demonstrated optimal caregiver participation in conjoint session ○ Facilitated behavioral rehearsal of optimal caregiver response during conjoint activities
<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

ENHANCING FUTURE SAFETY AND HEALTHY DEVELOPMENT: CONJOINT	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Reinforced client ability to use trauma-related safety skills	<ul style="list-style-type: none"> ○ Summarized rationale for use of trauma-related safety skills ○ Facilitated client demonstration of trauma-related safety skills ○ Facilitated behavioral rehearsal of safety skills, gradually incorporating situations pertinent to client trauma experience ○ Identified and addressed potential barriers to use of safety skills ○ Facilitated optimal caregiver response to client participation in conjoint activities
Reinforced client ability to address potential impact of trauma on development	<ul style="list-style-type: none"> ○ Summarized rationale for addressing potential impact of client trauma on development ○ Facilitated client demonstration of strategies addressing potential impact of trauma on development ○ Facilitated behavioral rehearsal of strategies addressing potential impact of client trauma on development ○ Identified and addressed potential barriers to use of strategies that address impact of trauma on development ○ Facilitated optimal caregiver response to client participation in conjoint activities

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Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
Ten Component Outline

Assigned Enhancing Future Safety and Healthy Development homework	<ul style="list-style-type: none"> ○ Provided rationale for Enhancing Future Safety and Healthy Development homework assignment ○ Described Enhancing Future Safety and Healthy Development homework ○ Facilitated behavioral rehearsal supporting conjoint homework completion ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
Delivered TF-CBT content with appropriate pacing throughout treatment session	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
Other	

POST-TREATMENT ASSESSMENT AND TERMINATION:

Client and caregiver goals:

1. Client and caregiver will participate in clinical assessment, minimally addressing trauma-related symptoms and functioning, as well as new or previously unknown trauma history.
2. Client and caregiver will demonstrate enhanced self-efficacy regarding ability to address persistent, trauma-related symptoms or dysfunction.
3. Client and caregiver will commit to post-treatment recommendations, if clinically indicated.
4. Client and caregiver will celebrate effort and therapeutic achievements.

POST-TREATMENT ASSESSMENT AND TERMINATION: CLIENT-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session ○ Scheduled next client session for the following week
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted trauma symptoms	<ul style="list-style-type: none"> ○ Monitored trauma symptoms since last clinical encounter ○ Addressed urgent trauma symptoms
Conducted post-treatment clinical assessment	<ul style="list-style-type: none"> ○ Provided rationale for post-treatment assessment results ○ Elicited potential risk to future physical or psychological safety, as it pertains to trauma experience
Provided post-treatment assessment results	<ul style="list-style-type: none"> ○ Provided rationale for use of trauma-related safety skills ○ Provided client post-treatment assessment results and interpretation ○ Provided comparison of pre- and post-treatment assessment results ○ Linked post treatment assessment results to treatment goals

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Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
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Developed post TF-CBT plan	<ul style="list-style-type: none"> ○ Provided rationale for identifying potential impact of trauma on future development ○ Elicited potential impact of trauma on future development
Prepared for TF-CBT termination	<ul style="list-style-type: none"> ○ Provided rationale for addressing potential impact of trauma on future development ○ Demonstrated strategies to address potential impact of trauma on future development ○ Facilitated behavioral rehearsal to address potential impact of trauma on development
Conducted TF-CBT graduation activities if caregiver not available	<ul style="list-style-type: none"> ○ Provided rationale for Enhancing Future Safety and Healthy Development homework assignment ○ Described Enhancing Future Safety and Healthy Development homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
Assigned Post-Treatment Assessment and Termination homework	<ul style="list-style-type: none"> ○ Described Enhancing Future Safety and Healthy Development conjoint session rationale and content ○ Developed plan to demonstrate client Enhancing Future Safety and Development knowledge and skills ○ Facilitated behavioral rehearsal of optimal client participation in conjoint activities
Prepared for Post-Treatment Assessment Termination conjoint session	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions
Delivered TF-CBT content, including gradual exposure, with appropriate pacing throughout treatment session	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
Other	

POST-TREATMENT ASSESSMENT AND TERMINATION: CAREGIVER-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned to caregiver during previous session ○ Reviewed homework assigned to client during previous session ○ Addressed barriers to caregiver homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Conducted post-treatment clinical assessment	<ul style="list-style-type: none"> ○ Provided rationale for post-treatment assessment ○ Administered standardized measures to re-assess client trauma history and symptoms ○ Re-assessed additional client domains ○ Re-assessed relevant caregiver domains
Provided post-treatment assessment results	<ul style="list-style-type: none"> ○ Provided rationale for review of post-treatment assessment results ○ Provided client post-treatment assessment results and interpretation ○ Provided caregiver post-treatment assessment results and interpretation ○ Provided comparison of pre- and post-treatment assessment results ○ Linked post treatment assessment results to TF-CBT goals
Developed post TF-CBT plan	<ul style="list-style-type: none"> ○ Provided rationale for development of post TF-CBT plan ○ Identified unresolved needs and concerns ○ Developed post TF-CBT plan to address unresolved needs and concerns ○ Initiated post TF-CBT plan

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Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
Ten Component Outline

Prepared for TF-CBT termination	<ul style="list-style-type: none"> ○ Provided rationale for TF-CBT termination ○ Reviewed mastery of TF-CBT knowledge and skills ○ Summarized client cognitions and emotions associated with TF-CBT termination ○ Elicited caregiver cognitions and emotions associated with TF-CBT termination ○ Identified circumstances in which future intervention may be beneficial ○ Planned TF-CBT graduation activities
Assigned Post-Treatment Assessment and Termination homework	<ul style="list-style-type: none"> ○ Provided rationale for Post-Treatment Assessment and Termination homework assignment ○ Described client Post-Treatment Assessment and Termination homework ○ Facilitated behavioral rehearsal supporting client homework completion ○ Described caregiver Post-Treatment Assessment and Termination homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
Prepared for Post-treatment Assessment conjoint session	<ul style="list-style-type: none"> ○ Described Post-Treatment Assessment and Termination conjoint session rationale and content ○ Demonstrated optimal caregiver participation in conjoint session ○ Facilitated behavioral rehearsal of optimal caregiver response during conjoint activities
Delivered TF-CBT content with appropriate pacing throughout treatment session	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
Other	

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POST-TREATMENT ASSESSMENT AND TERMINATION: CONJOINT	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Reviewed relevant post-treatment assessment results	<ul style="list-style-type: none"> ○ Provided rationale for reviewing relevant post-treatment assessment results ○ Summarized relevant client post-treatment assessment results and interpretation ○ Provided comparison of client pre- and post-treatment assessment results ○ Linked client post-treatment assessment results to TF-CBT goals ○ Facilitated optimal caregiver response to client participation in conjoint activities
Refined post TF-CBT plan	<ul style="list-style-type: none"> ○ Provided rationale for refining post TF-CBT plan ○ Reviewed unresolved needs and concerns ○ Refined post TF-CBT plan ○ Initiated plan implementation ○ Facilitated optimal caregiver response to client participation in conjoint activities
Prepared for TF-CBT termination	<ul style="list-style-type: none"> ○ Provided rationale for conducting TF-CBT termination ○ Summarized client and caregiver mastery of TF-CBT knowledge and skills ○ Elicited client and caregiver cognitions and emotions associated with TF-CBT termination ○ Summarized circumstances in which future intervention may be beneficial ○ Planned TF-CBT graduation activities

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 Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
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<p>Conducted TF-CBT graduation activities</p>	<ul style="list-style-type: none"> ○ Conducted TF-CBT graduation activities ○ Facilitated optimal caregiver response to client participation in conjoint activities
<p>Assigned Post-Treatment Assessment and Termination homework</p>	<ul style="list-style-type: none"> ○ Provided rationale for Post-Treatment Assessment and Termination homework assignment ○ Described Post-Treatment Assessment and Termination homework ○ Facilitated behavioral rehearsal supporting conjoint homework completion ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

In Vivo Desensitization

Client and caregiver goals:

1. Client will demonstrate ability to apply TF-CBT skills to innocuous trauma reminders.
2. Caregiver will reinforce client in vivo desensitization process.
3. Client will demonstrate decrease in response to innocuous trauma reminders.

In Vivo Desensitization: CLIENT-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session ○ Scheduled next client session for the following week
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted trauma symptoms	<ul style="list-style-type: none"> ○ Monitored trauma symptoms since last clinical encounter ○ Addressed urgent trauma symptoms
Assessed impairment in response to innocuous trauma reminders	<ul style="list-style-type: none"> ○ Provided rationale for assessing impairment in response to innocuous trauma reminders ○ Assessed impairment in response to innocuous trauma reminders
Introduced in vivo desensitization process	<ul style="list-style-type: none"> ○ Provided rationale for in vivo desensitization process ○ Provided overview of in vivo desensitization process ○ Secured commitment to in vivo desensitization process
Facilitated development of a stimulus hierarchy	<ul style="list-style-type: none"> ○ Provided rationale for development of stimulus hierarchy ○ Described stimulus hierarchy, providing general examples ○ Developed client stimulus hierarchy, addressing innocuous trauma reminders

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Initiated implementation of in vivo desensitization process	<ul style="list-style-type: none"> ○ Provided rationale for initiating in vivo desensitization process ○ Demonstrated use of TF-CBT skills to address client stimulus hierarchy ○ Initiated implementation of in vivo desensitization process
Monitored and adjusted in vivo desensitization plan	<ul style="list-style-type: none"> ○ Provided rationale for monitoring and adjusting in vivo desensitization plan ○ Monitored in vivo desensitization process ○ Adjusted in vivo desensitization plan, if indicated
Assigned In Vivo Desensitization homework	<ul style="list-style-type: none"> ○ Provided rationale for In Vivo Desensitization homework assignment ○ Described In Vivo Desensitization homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
Prepared for In Vivo Desensitization conjoint session	<ul style="list-style-type: none"> ○ Described In Vivo Desensitization conjoint session rationale and content ○ Developed plan to demonstrate client In Vivo Desensitization knowledge and skills ○ Facilitated behavioral rehearsal of optimal client participation in conjoint activities
Delivered TF-CBT content with appropriate pacing throughout treatment session	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
Other	

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IN VIVO DESENSITIZATION: CAREGIVER-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned to caregiver during previous session ○ Addressed barriers to caregiver homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Assessed client impairment in response to innocuous trauma reminders	<ul style="list-style-type: none"> ○ Provided rationale for assessing client impairment in response to innocuous trauma reminders ○ Summarized client impairment in response to innocuous trauma reminders, as identified by client ○ Assessed client impairment in response to innocuous trauma reminders
Introduced in vivo desensitization process	<ul style="list-style-type: none"> ○ Provided rationale for in vivo desensitization process ○ Provided overview of in vivo desensitization process ○ Secured caregiver commitment to in vivo desensitization process
Refined client stimulus hierarchy	<ul style="list-style-type: none"> ○ Provided rationale for refinement of client stimulus hierarchy ○ Described stimulus hierarchy, providing general examples ○ Summarized client stimulus hierarchy, addressing innocuous trauma reminders ○ Facilitated refinement of client stimulus hierarchy

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Prepared caregiver for in vivo desensitization process	<ul style="list-style-type: none"> ○ Provided rationale for in vivo desensitization process ○ Summarized client use of TF-CBT skills to address stimulus hierarchy ○ Demonstrated strategies to support client in vivo desensitization process ○ Facilitated behavioral rehearsal to support client in vivo desensitization process
Monitored and adjusted in vivo desensitization plan	<ul style="list-style-type: none"> ○ Provided rationale for monitoring and adjusting in vivo desensitization plan ○ Monitored in vivo desensitization process ○ Adjusted in vivo desensitization plan, if indicated
Assigned In Vivo Desensitization homework	<ul style="list-style-type: none"> ○ Provided rationale for In Vivo homework assignment ○ Described client In Vivo homework ○ Facilitated behavioral rehearsal supporting client homework completion ○ Described caregiver In Vivo homework ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
Prepared for In Vivo Desensitization conjoint session	<ul style="list-style-type: none"> ○ Described In Vivo conjoint session rationale and content ○ Demonstrated optimal caregiver participation in conjoint session ○ Facilitated behavioral rehearsal of optimal caregiver response during conjoint activities
Delivered TF-CBT content with appropriate pacing throughout treatment session	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
Other	

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IN VIVO DESENSITIZATION: CONJOINT	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Reviewed previously assigned homework	<ul style="list-style-type: none"> ○ Reviewed homework assigned during previous session ○ Addressed barriers to homework completion ○ Facilitated completion of unfinished homework during session
Monitored targeted client trauma symptoms	<ul style="list-style-type: none"> ○ Monitored client trauma symptoms since last clinical encounter ○ Addressed urgent client trauma symptoms
Refined in vivo desensitization plan	<ul style="list-style-type: none"> ○ Summarized rationale for in vivo desensitization process ○ Secured client and caregiver commitment to in vivo desensitization process ○ Summarized innocuous trauma reminders and stimulus hierarchy ○ Refined in vivo desensitization plan ○ Facilitated optimal caregiver response to client participation in conjoint activities
Initiated in vivo desensitization process	<ul style="list-style-type: none"> ○ Provided rationale for initiating in vivo desensitization process in session ○ Initiated implementation of in vivo desensitization process in session ○ Facilitated optimal caregiver response to client participation in conjoint activities
Monitored and adjusted in vivo desensitization plan	<ul style="list-style-type: none"> ○ Provided rationale for monitoring and adjusting in vivo desensitization plan ○ Monitored in vivo desensitization process ○ Adjusted in vivo desensitization plan, if indicated

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<p>Assigned In Vivo Desensitization homework</p>	<ul style="list-style-type: none"> ○ Provided rationale for In Vivo homework assignment ○ Described In Vivo homework ○ Facilitated behavioral rehearsal supporting conjoint homework completion ○ Developed plan to support and monitor homework completion ○ Provided materials to support and monitor homework completion
<p>Delivered TF-CBT content with appropriate pacing throughout treatment session</p>	<ul style="list-style-type: none"> ○ Delivered TF-CBT content during majority of treatment session ○ Integrated gradual exposure throughout treatment session, without directly challenging trauma-specific cognitive distortions ○ Integrated TF-CBT skills practiced in previous sessions with new content ○ Delivered session content with appropriate pacing
<p>Other</p>	

IMMINENT SAFETY RISK:

Client and caregiver goals:

1. Client and caregiver will demonstrate ability to respond effectively to imminent safety risk.
2. Client and caregiver will commit to safety plan.

IMMINENT SAFETY RISK: CLIENT-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session ○ Scheduled next client session for the following week
Assessed imminent risk to physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for assessing imminent safety risk ○ Elicited internal cues indicating physical or psychological risk ○ Assessed current physical or psychological risk factors ○ Identified factors that may increase or decrease imminent risk ○ Identified actions taken by client, caregivers, or authorities to address imminent risk
Developed plan to address imminent risk to physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for safety plan development ○ Described and demonstrated strategies to avert or respond to imminent safety risk ○ Facilitated behavioral rehearsal of strategies to address imminent safety risk ○ Identified and addressed potential barriers to implementation of safety plan
Initiated plan to address imminent risk to physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for initiation of safety plan ○ Alerted caregivers to imminent safety risk ○ Alerted relevant authorities to imminent safety risk ○ Initiated safety plan to address imminent risk
Monitored and adjusted safety plan	<ul style="list-style-type: none"> ○ Initiated safety plan to address imminent risk ○ Monitored new and ongoing safety risk ○ Adjusted safety plan to address new and ongoing risk

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Ten Component Outline

Prepared for Imminent Safety Risk conjoint session	<ul style="list-style-type: none"> ○ Described conjoint session rationale and content ○ Developed plan to demonstrate client knowledge and skills during conjoint session ○ Facilitated behavioral rehearsal to practice optimal client participation in conjoint activities
Other	

North Carolina Child Treatment Program
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
Ten Component Outline

IMMINENT SAFETY RISK: CAREGIVER-ONLY	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Assessed imminent risk to physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for assessing imminent safety risk ○ Informed caregiver about imminent risk to client safety, if previously unaware ○ Elicited internal cues indicating physical or psychological risk ○ Assessed current physical or psychological risk factors ○ Identified factors that may increase or decrease imminent risk ○ Identified actions taken by client, caregivers, or authorities to address imminent risk
Developed plan to address imminent risk to physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for safety plan development ○ Described and demonstrated strategies to avert or respond to imminent safety risk ○ Facilitated behavioral rehearsal of strategies to address imminent safety risk ○ Identified and addressed potential barriers to implementation of safety plan
Initiated plan to address imminent risk to physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for initiation of safety plan ○ Alerted relevant authorities to imminent safety risk ○ Initiated safety plan to address imminent risk
Monitored and adjusted safety plan	<ul style="list-style-type: none"> ○ Provided rationale for monitoring and adjusting safety plan ○ Monitored new and ongoing safety risk ○ Adjusted safety plan to address new and ongoing risk

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Prepared for Imminent Safety Risk conjoint session	<ul style="list-style-type: none"> ○ Described conjoint session rationale and content ○ Demonstrated optimal caregiver participation in conjoint session ○ Facilitated behavioral rehearsal to practice optimal caregiver response during conjoint activities
Other	

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IMMINENT SAFETY RISK: CONJOINT	
Developed and used written agenda	<ul style="list-style-type: none"> ○ Developed a written agenda with TF-CBT component-specific content ○ Planned specific activities and gathered clinical materials ○ Used written agenda throughout session
Assessed imminent risk to physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for assessing imminent safety risk ○ Summarized or elicited internal cues indicating physical or psychological risk ○ Summarized or assessed current physical or psychological risk factors ○ Summarized or identified factors that may increase or decrease imminent risk ○ Summarized or identified actions taken by client, caregivers, or authorities to address imminent risk ○ Facilitated optimal caregiver response to client participation in conjoint activities
Developed or refined plan to address imminent risk to physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for safety plan development ○ Described and demonstrated strategies to avert or respond to imminent safety risk ○ Facilitated behavioral rehearsal of strategies to address imminent safety risk ○ Identified and addressed potential barriers to implementation of safety plan ○ Facilitated optimal caregiver response to client participation in conjoint activities
Initiated plan to address imminent risk to physical or psychological safety	<ul style="list-style-type: none"> ○ Provided rationale for initiation of safety plan ○ Alerted relevant authorities to imminent safety risk ○ Initiated safety plan to address imminent risk ○ Facilitated optimal caregiver response to client participation in conjoint activities
Monitored and adjusted safety plan	<ul style="list-style-type: none"> ○ Provided rationale for monitoring and adjusting safety plan ○ Monitored new and ongoing safety risk ○ Adjusted safety plan to address new and ongoing risk
Other	

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