PRACTICE components

- Psychoeducation and parenting skills
- Relaxation
- Affective expression and regulation
- Cognitive coping
- Trauma narrative development & processing
- In vivo gradual exposure
- Conjoint parent child sessions
- Enhancing safety and future development

Cognitive Coping

- Learn the relations between thoughts, feelings, and behaviors
- Practice the skill of focusing on the positive instead of the negative aspects of any given situation
  - Teach cognitive triangle
  - Recognize thoughts that are too Personalized, Permanent, and Pervasive
  - Challenging negative thoughts
  - Learned optimism
  - Positive self talk
  - Recognizing how one is coping well
Cognitive Triangle: Thoughts, Feelings, and Behaviors

- Trigger
- Thinking
- Doing
- Feeling
- Consequences

Cognitive Work w/ Kids - Identifying thoughts

How do I get kids to talk about their thoughts?

- Use KID LANGUAGE!
- ADJUST TO THEIR DEVELOPMENTAL LEVEL, BE CREATIVE!
  - What do you think about when you’re _____ (insert feeling)?
  - Are there any thoughts or pictures that go through your mind?
  - What popped into your head? What did you say to yourself?
  - What went through your head?
  - What is your brain saying?
Cognitive Work w/ Kids

Identifying thoughts

- We talk to ourselves in private all the time. What were you saying to yourself when X happened?
- If I were to play a CD back of what you were telling yourself, what would I hear?
- T.V. (feeling, thinking, doing channels)

Making it Child Friendly

- Use Thought Bubbles over character's heads
- Use games
  - Dr. Playwell
  - Triangle beanbag toss
  - Triangle baseball
- Turtle Technique (see handout)
- Parent as Coping Coach
Differentiating Thoughts and Feelings: Preschoolers/Younger Kids

- Sort them

- Make it fun

Sorting Types of Thoughts and Feelings: Preschoolers/Younger Kids

Warm Fuzzy Thoughts
(or Feelings)

Cold Prickly Thoughts
(or Feelings)
Thought Tracker, Feeling Finder, Go Getter

$50 each book

Dr. Playwell Games
Childwork/Childsplay Early Prevention Series

The Horse Who Lost Her Herd
The Koala Who Wouldn't Cooperate
The Cheetah Who Lost Her Speed
The Bear Who Lost His Sleep
The Chimp Who Lost Her Chatter
The Hyena Who Lost Her Laugh
The Lion Who Lost His Roar
The Penguin Who Lost Her Cool
The Rabbit Who Lost His Hop

Cognitive Distortions: Making it Child Friendly

- The Downers
  - Negative glasses
  - Positive doesn’t count
- Blowing Things Up
  - All-or-nothing thinking
  - Magnifying the negative
  - Snowballing
- Predicting Failure
  - The mind-reader
  - The fortune-teller
- Feeling Thoughts
  - Emotional reasoning
  - Dustbin labels
- Setting Yourself Up To Fail
- Blame Me!

Examples to Illustrate Cognitive Triad

- A child did poorly on an exam at school
  - What are some reasons for this?
    - "I’m stupid" (thought) – how does this make you feel? What do you do?
    - The test was unfair (thought) – how does this make you feel? What do you do?
    - I didn’t study hard enough (thought) – how does this make you feel? What do you do?

What this looks like with kids

![Diagram showing cognitive triad with thoughts, feeling, and action]

- They are teasing me!
- Thinking: I’m stupid
- Feel: Sad
- Do not want!
Cognitive Coping

Connecting feelings with thoughts & behaviors

What you felt, what you thought,
And what you did!

Making the Connections related to traumatic event
Worry Brain: 6 ½ year old male

Methods of Challenging Dysfunctional Thoughts

- Clarifying differences between accurate vs. inaccurate thoughts or helpful vs. hurtful thoughts
- Thought Interruption
- Socratic method (Colombo approach)
- Best Friend/Little Sister Role Play
- Responsibility Pie
- Gaining Another Perspective
Cognitive Coping: Thought Interruption

- Use when overwhelmed with trauma reminders
- Temporary measures early in treatment
- Teaches children control over their thoughts
  - Changing the channel
  - Saying “go away” or “snap out of it”
  - Imagining a stop sign
- Replace unwanted thought with a positive one
  - Try pairing the interruption technique with a “perfect image” that the youngster has drawn out. Have kids talk in detail about the image.
- Distraction Techniques (e.g., count backwards, list your favorite...)

![Bad words stuck in my head](image)
Coping with the thoughts

Some kids that see
domestic violence get
bad words stuck in
their heads...
lke me

What can kids do to get rid of these words:
1. Tell the thoughts to go away
2. Tell nasty monster to go away
3. Think of a happy place (like a warm blanket
4. Think of a happy place (think of a happy
5. Sleep/sleep

Socratic Method (Guided Discovery)

- Memory Questions - Develop a shared factual understanding
- Translation Questions - Identify the meaning attributed to events
- Interpretation Questions - Explore the relationship between events
- Application Questions - Identify helpful knowledge of experiences
- Analysis Questions - Promote logical evaluation
- Synthesis Questions - Encourage creative/alternative thinking
- Evaluation Questions - Promote re-evaluation and reflection

Best Friend Role Play

Activity: Role Play this Example

- You’re in the lunchroom and are walking over to a table where your classmates are sitting. They start laughing
  - What are some reasons for this? What goes through your head when they start laughing?
  - How does that make you feel? What do you do?
Responsibility Pie

Before Cognitive Processing

Responsibility Pie

After Cognitive Processing
Gaining Another Per-SPEC-tive

http://www.designed2bssweet.com
Search: sequin glasses

Parallel Work With Caregivers

- How caregivers talk to and behave toward children can greatly influence developing beliefs about self, others, and the world
- Parents’ feelings and thoughts about the trauma impact on their children’s behaviors and developing beliefs
- Provide parents with a forum to share their feelings and thoughts related to the trauma (even the socially undesirable thoughts)
Cognitive and Affective Processing for Caregivers:

- Examine thoughts which are permanent, pervasive, or too personalized
  - Permanent: “My child will never be happy again.”
  - Pervasive: “I can’t trust anyone with my child.”
  - Personalized: “I am a terrible parent because my child was sexually abused.” “I should have known that man was a sex offender.”

- "If my best friend had a child who experienced a similar traumatic experience, would I say to him or her what I am saying to myself?"
- "Would I want my child to overhear me making this statement out loud?"

Self statements can become self-fulfilling prophecies.....
NO ONE EVEN LIKES ME...

LOOK AT ME, SWEETIE...
I'M LEANING OVER...
HURRY UP, AND LOOK!

NO ONE LOVES ME...
I'M FALLING! KISS ME! HURRY UP!! I'M HERE!! I'M FALLING!
I'M FALLING!! I'M...

NO ONE CARES...

KLUNK!
I DON'T THINK ANYONE IS EVER GOING TO LOVE ME.

YOU'RE PROBABLY RIGHT, SWEETIE!