



NC CTP Faculty Brainstorm of Strategies for Engaging Kids Who Don't Want to Do a Narrative:

1. Go backward and see what GE was like up to this point, especially deeper psychoeducation. "What was kid willing to talk about in first third of model?"
2. What else going on with kid's life/family? Are they safe? How safe does kid feel to talk about this? Check in on safety.
3. Start by going backwards in model: e.g., "What I've Learned about DV"
4. Have client draw a map of room where incident occurred. Draw movable people who can move around map. "I was here. They were here." What did you hear, feel, smell, etc.? Take pictures of each scene and load into Powerpoint. What was heartbeat doing? What was your stomach doing? What were your muscles doing? (with pictures of each) Introduce each by practicing each and describing first.
5. Black hole: Why I don't want to write a chapter.
6. Socratic questioning about do you think kids tell Therapist everything about SA during narrative? Some leave some stuff out? Make a list/poster: what are some reasons kids might not want to tell everything in narrative.
7. Letter to another kid who was SA (do not actually send) – letter from one 12 yo boy to another with this trauma.
8. Tell kid - most kids who go through TFCBT say TN was the best part. Wonder if you have some ideas about why some kids find it so hard to start?
9. If control battle: "You really don't want to do this, I wouldn't let anyone else do this – let you write it on my scarf/arm." IF a control issue, how give her as much control as possible? How presented to her to write it? Powerpoint, collage, book.
10. Important to know about kid, incentive – pretty journal, kid wanted to write a fiction story about another kid (keep in third person as GE) , then change to first bc letting trauma bully get the best of her, needs to claim her own story. Make a deal: You write it in third person, I'll read it back in first person.
11. Conjoint with aunt saying feel like really important – cg giving permission, "This is really imp. I know what you're doing and I think you should do this process or I want you to experiment with..." to invite cooperation.
12. Ask for their permission, then ... I'm going to be 100% honest about what you're doing that's disappointing me. I'm giving you this hard feedback bc I value you so much. Ex: won't do role plays; you'd rather be the kid's mom than let this kid's mom be his mom.
13. "What would be really hard?" Jumping up and down for 1 min, etc. "Look, you can do really hard things! Let's see if you can write for 5 min."
14. Poster instead.
15. Incentives: a fun activity at end of session or caregiver using an incentive after the session.

16. Setting a timer, using fidget items while working on TN, audiotaping instead of writing, scaffolding TN – here is what your mom told me (when kid definitely remembers trauma.
17. Use a yoga ball! Helps to let kids sit on this while working on TN.