



# FLEXING OUR CREATIVE MINDS

CREATIVE TF-CBT STRATEGIES  
FOR YOUNG CHILDREN USING TELEHEALTH

Mini Session by Trudie Crawford, MA, LCMHCA, NCC



## Teletherapy:

Yes,  
you can teach  
an old dog  
new tricks !

(I'm proof)

"Freud's Headset" by Paul Joannides

Source:

<https://www.psychologytoday.com/ca/blog/you-it/202005/my-advice-after>

# TF-CBT & Teletherapy



STAY ROOTED IN  
TF-CBT



GROW WHERE YOU  
ARE PLANTED



SPREAD YOUR  
CREATIVE WINGS

# Stay Rooted In TF-CBT



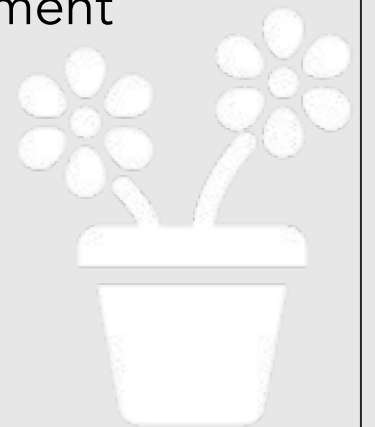
- In this time of uncertainty, what we can be certain of is the TF-CBT model
- When in doubt refer & adhere to the TF-CBT model
- Have faith in yourself

# Stay Rooted in TF-CBT



- You Can!
- Adhere to the TF-CBT Model
  - Incorporate alternate ways of delivering interventions and activities
  - Resources galore are available to enhance the delivery of the TF-CBT Model via teletherapy including relaxation, coping skills, affective expression & modulation, cognitive coping...
- Utilize a teletherapy delivery platform or two!
  - Examples: Simple Practice, Zoom, Doxy.me, VSee...
  - Prepare in advance for technological hiccups
    - How do we reconnect and/or complete the session when technology throws a curveball?
    - How can I deliver necessary materials to clients that encourage participation and enhance their teletherapy experience?
    - How can I continue to make it fun?

- Adapt your presentation style to the needs of the client
  - Privacy, Update Consent
  - Parental / Caretaker Support, Client – attention span
  - Availability of Technology
    - What technology does the client have access to conduct teletherapy sessions?
      - Devices -- PC, tablet , smart phone, telephone
      - Internet connection and speed
        - Educate yourself and your client about how to maximize internet speed and reduce the possibility of technological interruptions
- Sharing materials and resources
  - Making materials and resources available to clients and caretakers that complement traditional delivery of the model
    - Traditional paper handouts can be shared electronically
      - Send electronically
      - Screen share
- Grow your TF-CBT delivery options



# Grow Where You Are Planted

- How Can I keep my TF-CBT roots firmly planted and grow my teletherapy skills and delivery methods?
  - Invest in your client and your work through hands-on and interactive activities
- Grow the possibilities!
  - Think outside the box
  - You are creative, even if you just don't know it yet. Seriously you are!



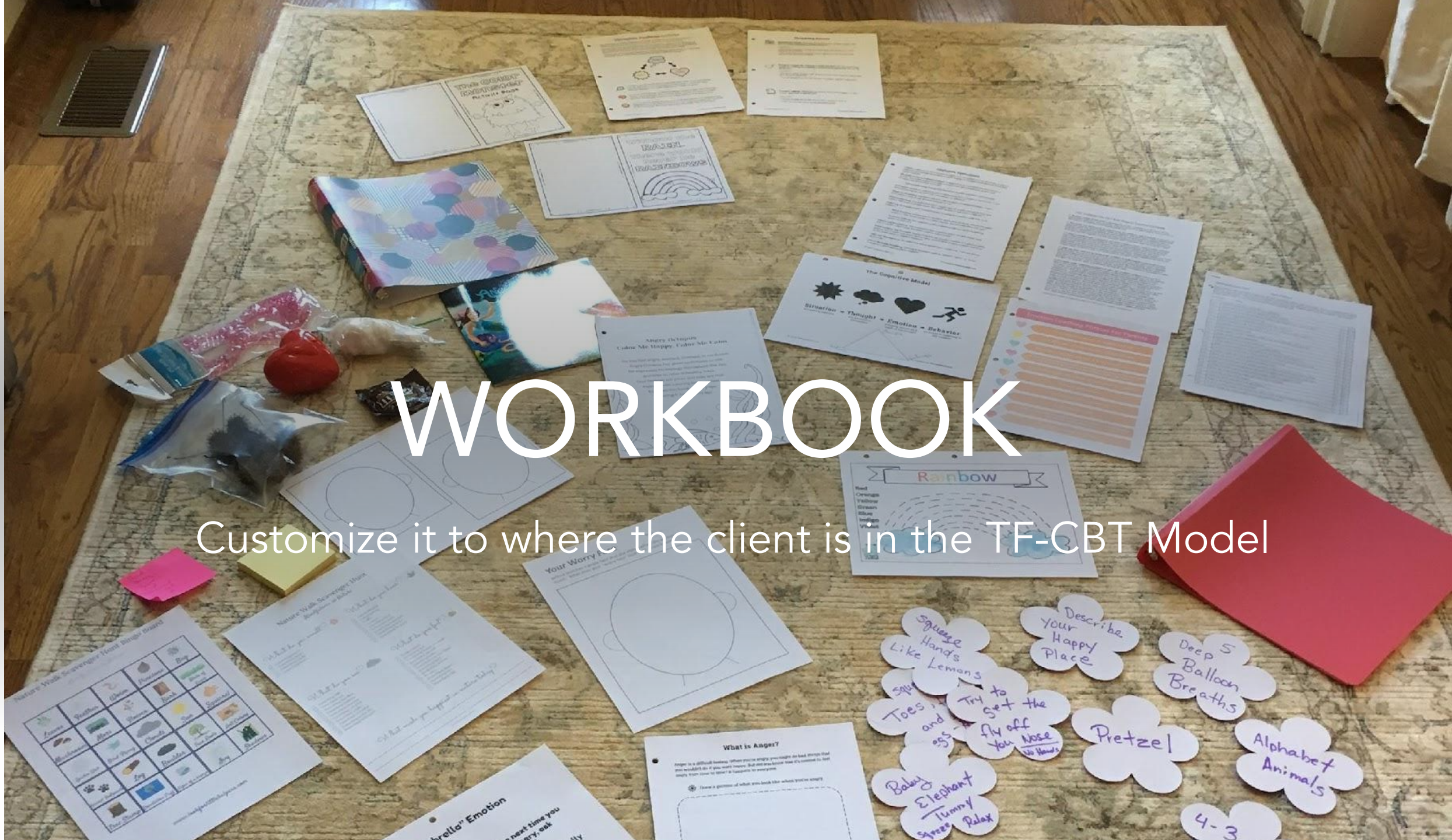
- Example: Create a workbook for your clients & their caretakers that they can embrace
- Tailor the workbook to the clients needs, technological access, attention span and where they are in the TF-CBT Model
  - Gives clients a hands-on and active experience
  - Encourages homework completion
    - For the clients and caretakers
  - Encourages practicing coping and relaxation skills between sessions
  - Affirms your investment in the client-therapist relationship
  - Encourages client and caretaker investment in the TF-CBT work they have already done and will do
  - Delivery Methods: Mail, Caretaker Pick-up, Drop-off



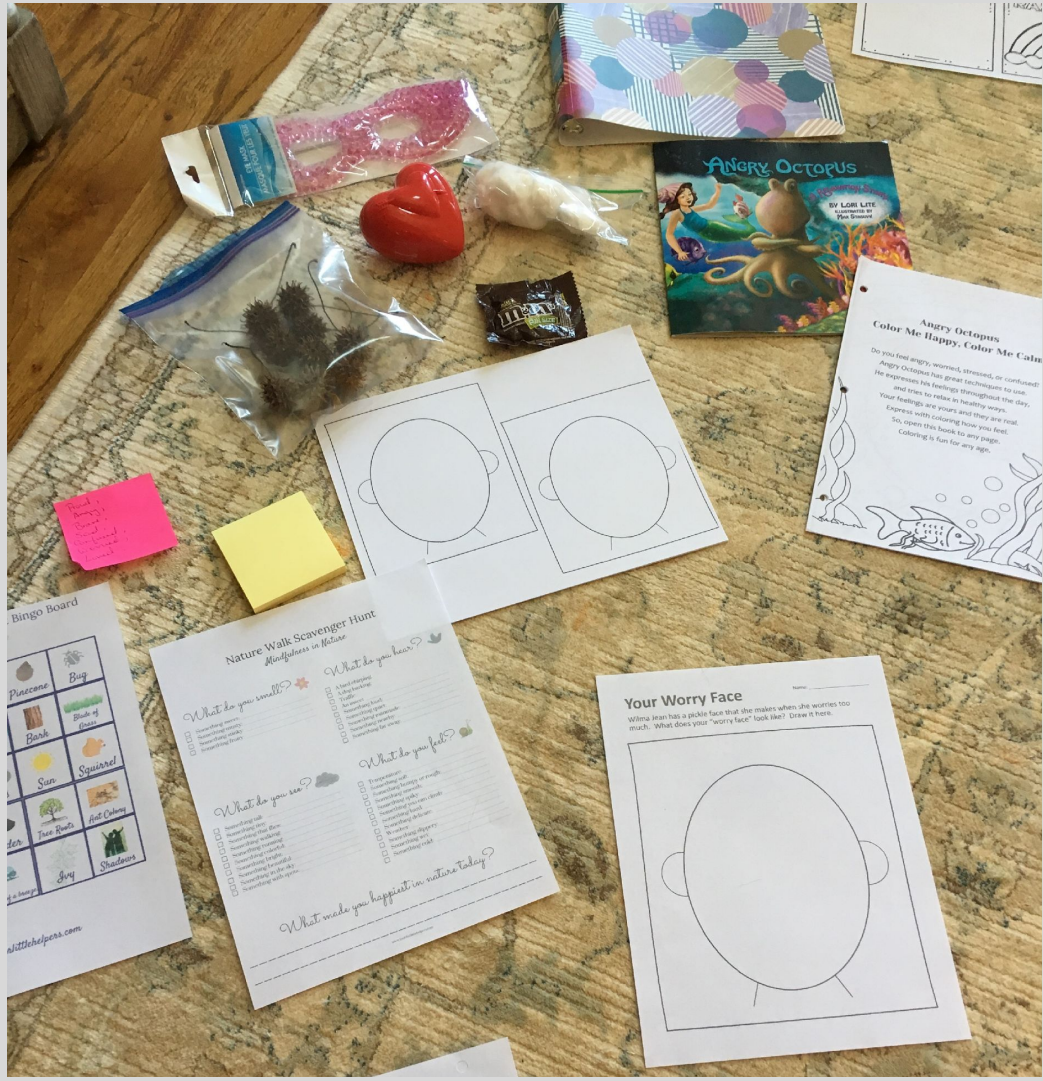
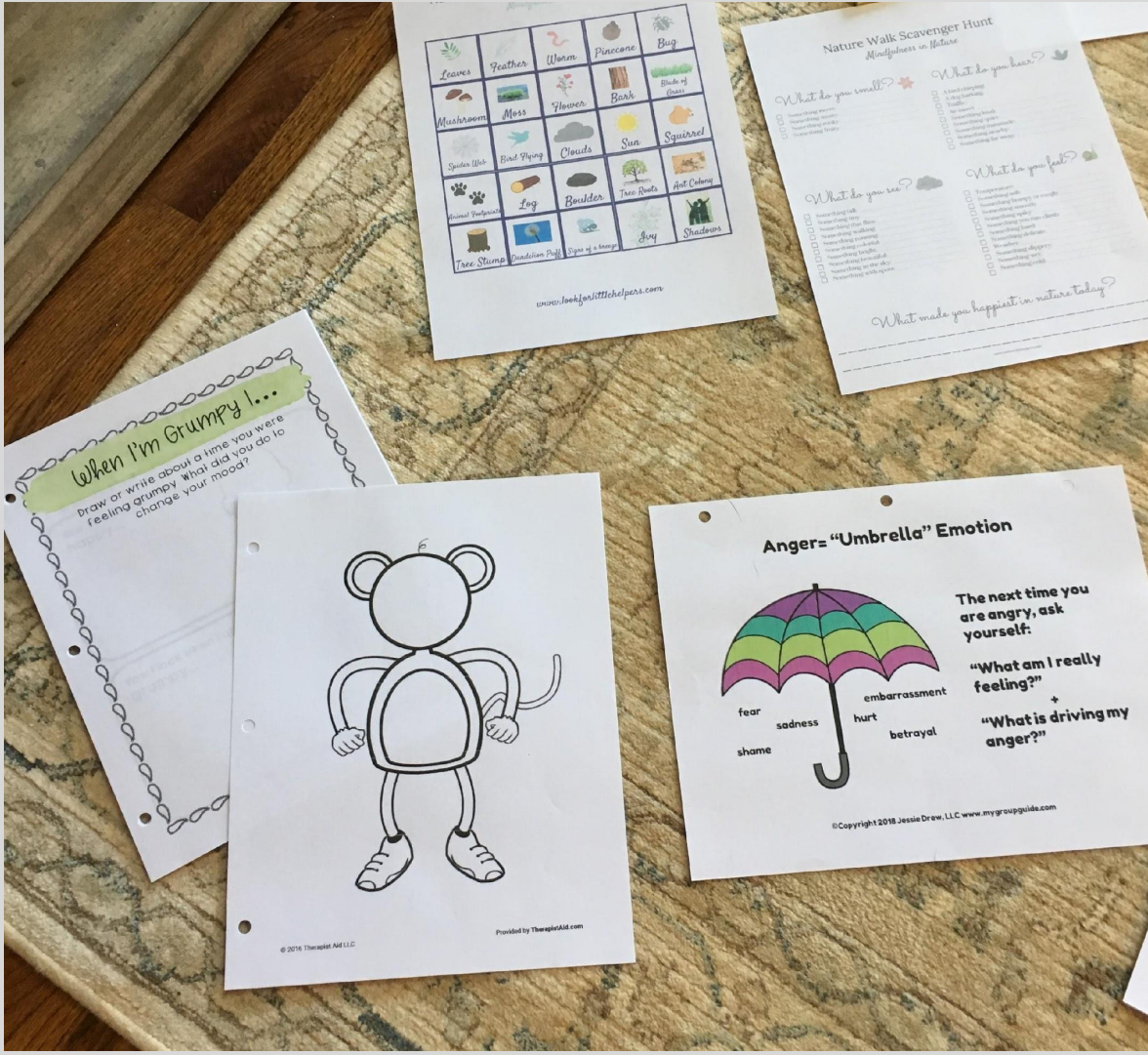


# WORKBOOK

Customize it to where the client is in the TF-CBT Model



# Clients: Worksheets, Hands-on Activities, Books, Psycho-ed Resources, Relaxation and Coping Skills



**Overgeneralization:** Making broad interpretations from a single or few events. "I felt awkward during my job interview. I am always so awkward."

**Magical Thinking:** The belief that acts will influence unrelated situations. "I am a good person—bad things shouldn't happen to me."

**Personalization:** The belief that one is responsible for events outside of their own control. "My mom is always upset. She would be fine if I did more to help her."

**Jumping to Conclusions:** Interpreting the meaning of a situation with little or no evidence.

**Mind Reading:** Interpreting the thoughts and beliefs of others without adequate evidence. "She would not go on a date with me. She probably thinks I'm ugly."

**Fortune Telling:** The expectation that a situation will turn out badly without adequate evidence.

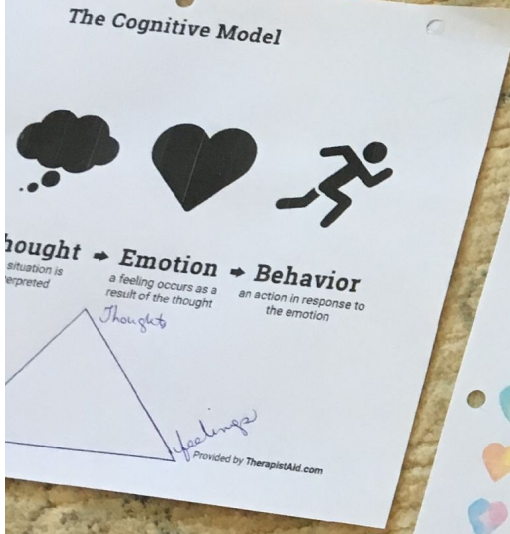
**Emotional Reasoning:** The assumption that emotions reflect the way things really are. "I feel like a bad friend, therefore I must be a bad friend."

**Disqualifying the Positive:** Recognizing only the negative aspects of a situation while ignoring the positive. One might receive many compliments on an evaluation, but focus on the single piece of negative feedback.

**"Should" Statements:** The belief that things should be a certain way. "I should always be friendly."

**All-or-Nothing Thinking:** Thinking in absolutes such as "always," "never," or "every." "I never do a good enough job on anything."

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### John Gottman-The Five Key Steps to Emotion Coaching

1. **Become aware of the child's emotion.** To do this, a parent must be aware of and allowing for all feelings in a non-judgmental way.
2. **Recognize the emotion as an opportunity for intimacy and teaching.** As parents, we can teach empathy, build intimacy with our children, and teach them ways to handle their need to fix. When you talk to your kids when problems are small, you show that you are their ally, and that together you can face their difficulties—they don't have to do it alone!
3. **Listen empathetically, validating the child's feelings.** Here, listen in many different ways, with your ears for information, with your eyes for physical evidence of emotion, words to reflect back what they are hearing and to help label emotions, and with your empathy, use your heart to feel what the child is feeling. Simple observations may work better than probing questions in making a connection. Also, avoid questions to which you already know the answer—don't set up mistrust or ask them to lie.
4. **Help the child find words to label the emotion he is having.** This goes hand in hand with empathy. Saying to a child who is in tears "You feel very sad, don't you?" not only shows understanding, but helps the child to describe this intense feeling. This is labeling possible—not just angry, but frustrated, jealous, enraged, or confused. It is important to name and allow for several, often contradictory, feelings at once.
5. **Set limits while exploring strategies to solve the problem at hand.** There are five steps involved here. 1-**SET LIMITS**—set limits on the behaviors or actions, not the feelings or wishes. State clearly what is not appropriate about what happened. Allow here for "normal" kid stuff. Provide consequences that are fair, consistent, and related to the misbehavior. 2-**IDENTIFY GOALS**—Ask or work with your child to figure out what they would like to accomplish related to the problem at hand, whether it's accepting the loss, or fix the broken item, or fix the broken item that led to the tantrum. 3-**THINK OF POSSIBLE SOLUTIONS.** What can get you toward the goal? Have the kid come up with these as much as possible, directing them toward past successes (when older, but when young, try several and then decide what worked the best). 4-**EVALUATE YOUR PROPOSED SOLUTIONS BASED ON YOUR FAMILY'S VALUES.** Validate their ideas, and perhaps use these questions to the solution fair? 5-**HELP YOUR CHILD CHOOSE A SOLUTION.** Encourage them to choose, but involve yourself a bit more here. Tell how you solved a problem like this and what you learned from it. Allow them to pick one that you don't think will work, and encourage them toward another if it fails. Help this be a learning process and show that failures don't mean all is lost.

Paraphrased from: Raising an Emotionally Intelligent Child: The Heart of Parenting by John Gottman 1997

- ### Emotion Coaching Phrases For Parents
1. It's okay to be upset — it's good to let it out.
  2. I hear you — I'm here for you — I'll stay with you.
  3. It's okay to feel how you feel. It is not okay to \_\_\_\_\_.
  4. How you feel right now won't last forever. It's okay to feel how you are feeling. It will pass and you will feel better again soon.
  5. Let's take a breath, take a break, sit down, pause for a minute...
  6. You are good and kind.
  7. I'll be over here when you need me.
  8. Let's have a Do-over!
  9. What can we learn from this? What is the lesson in this? What is the emotion trying to tell us?
  10. You'll Remember Me

### Assessing Parenting Styles

(Style of Parent)

This inventory asks questions about your feelings regarding sadness, fear, and anger - both in children. For each item, please circle the choice that best fits how you feel. If you're not sure that seems the closest. While this test requires you to answer lots of questions, try to stick with design ensures that we cover most aspects of each parenting style.

T = True F = False

1. Children really have very little to be sad about.
2. I think that anger is okay as long as it's under control.
3. Children acting sad are usually just trying to get adults to feel sorry for them.
4. A child's anger deserves a time-out.
5. When my child is acting sad, he/she turns into a real brat.
6. I really have no time for sadness in my own life.
7. Anger is a dangerous state.
8. If you ignore a child's sadness it tends to go away and take care of itself.
9. Anger usually means aggression.
10. Children often act sad to get their way.
11. I think sadness is okay as long as it's under control.
12. Sadness is something one has to get over, so ride out, not to dwell on.
13. I don't mind dealing with a child's sadness, so long as it doesn't last too long.
14. I prefer a happy child to a child who is overly emotional.
15. When my child is sad, it's time to problem-solve.
16. I help my children get over sadness quickly so they can move on to better things.
17. I think when kids are sad they are overemphasized the negative in life.
18. When my child is acting angry, she turns into a real brat.
19. I set limits on my child's anger.
20. Anger is an emotion worth exploring.
21. A lot of a child's anger comes from the child's lack of understanding and immaturity.
22. I try to change my child's angry moods into cheerful ones.

# Include the Parents / Caretakers Too!

- Parenting
  - Parenting Style
- Family Relaxation & Coping Skill
- Affective Expression & Modulation
  - Emotion Coaching
- Cognitive Coping
  - CBT Triangle
  - Cognitive Distortions



LITTLE PEOPLE  
&  
BIG PEOPLE  
ALIKE  
ARE STRUGGLING  
WITH THE CHALLENGE  
OF ADAPTING TO  
OUR NEW NORMAL

Ben

3-16-20  
homed School

It is not going good. My moms  
getting stressed out. My mom is  
really getting confused. We took  
a break so my mom can figure  
this stuff out. and I'm telling you  
it is not going good.

Source: [https://www.boredpanda.com/funny-quarantine-parenting/?media\\_id=2132428](https://www.boredpanda.com/funny-quarantine-parenting/?media_id=2132428),  
Facebook Post and Photo by Candice Hunter Kennedy



SPREAD YOUR  
CREATIVE  
WINGS

# Spread Your Creative Wings

*( Even if you are like me, and did not know they could stretch :)*

- Utilize the resources galore that are available
  - You might have to dig a little, but they are there!
  - Be Flexible
  - Step outside your comfort zone
  - Ask yourself,
    - “Is there a more interactive, fun, and user-friendly format of the activity, resource or intervention that I traditionally use?”



## Coping Skills Checklist

1. Check off the ones you do now
2. Circle the ones you want to try
3. Cross off the ones that don't work

### MOVEMENT SKILLS

- Squeeze something
- Use a stress ball
- Shred paper
- Bubble wrap
- Use a sand tray
- Jacob's ladder
- Hold a small stone
- Shuffle cards
- Make something
- Use a fidget
- Walk
- Exercise
- Dance
- Punch a safe surface
- Play at the park
- Make an obstacle course
- Swing on a swing
- Jump on a trampoline
- Jump rope
- Scooter
- Go swimming
- Stretches
- Tumbling
- Gymnastics
- Yoga
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### PROCESSING SKILLS

- Write in a journal
- Write songs
- Write poetry
- Write music
- Draw
- Talk to someone you trust
- Create a playlist
- Write what's bothering you and throw it away
- Write a letter to someone
- Use "I statements"
- Make a worry box
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### SENSORY SKILLS

- Use a weighted blanket
- Sit in a bean bag
- Wrap up in a soft blanket
- Eat a crunchy snack
- Use a body sock
- Crawl through a tunnel
- Sip a drink through a straw
- Do wall push ups
- Turn upside down
- Stretch on an exercise ball
- Play with water beads
- Use mermaid fabric



## Coping Skills Checklist

- Check off the ones that you do now
- Circle the ones you want to try
- Cross off the ones that don't work

### Calming Skills

- Deep breathing using a pinwheel
- Deep breathing with bubbles
- Deep breathing with a stuffed animal
- Deep breathing using a feather
- Take a mindful walk
- Yoga
- Imagine your favorite place
- Think of your favorite things
- Picture the people you care about
- Say the alphabet slowly
- Remember the words to a song you love
- Run water over your hands
- Carry a small object
- Touch things around you
- Move
- Make a fist then release it
- Positive Self-Talk
- Take a shower or bath
- Take a drink of water
- Counting
- Block out noises
- Take a break
- Calming Jar
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### Distraction Skills

- Write a story
- Crossword/Sudoku Puzzles
- Bake or Cook
- Volunteer/Community Service
- Random Acts of Kindness
- Read
- Clean
- Play with a pet
- Play a board game
- Play video games
- Screen time
- Play with a friend
- Start a garden
- Creative Thinking
- Make up your own game
- Plan a fun event
- Start a new hobby
- Do a crafting project
- Your favorite things
- Be silly and laugh
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# Relaxation & Coping Skills

- o Example:
  - o The big coping skills list
    - o Calming Skills
    - o Movement Skills
    - o Sensory Skills
    - o Processing Skills
    - o Distraction Skills
- o Lead a discussion with the clients and caretakers
  - o What are clients and families already utilizing?
  - o What coping skills are working?
  - o What is not?,
  - o What else can they try?
- o Send the list and/or include in the client's workbook.
- o Assign as homework

Source:  
[www.copingskillsforkids.com](http://www.copingskillsforkids.com)



# Relaxation & Coping Skills



- Example
  - Ocean Breathing
    - Teach the ocean relaxation breathing skill
      - Utilize *Ocean Breathing* on the “Mindfulness for Children” handout available on [TherapistAid.com](http://TherapistAid.com)
    - Lead the client in a guided visualization of relaxing at the beach
      - Incorporate 5-4-3-2-1
    - Screen share an interactive activity client that leads the client through the ocean breathing exercise
    - Send the client an interactive and guided activity that can be accessed between sessions to practice as homework.
      - Example – “Ocean Breathing Guided Audio Activity” from [TherapistAid.com](http://TherapistAid.com)
      - Launch tool to use in session or Check out to a guest (the client)
        - Tool can be accessed via PC, Tablet, smart phone

## ◦ Examples

- “The Rainbow Breath song” (Available on YouTube.com)
  - [https://www.youtube.com/watch?v=iWy2e4\\_bCos](https://www.youtube.com/watch?v=iWy2e4_bCos)
  - Play video clip during session and sing along with the client
  - After the session send a link to the YouTube address for the song that clients/caretakers can easily access at home to practice as homework or as a go to coping skill
  - Send and/or include the rainbow coloring sheet that complements they activity
- Promote Family Mindfulness – “Family Mindfulness Schedule” from Therapist Aid
- Embrace the Outdoors
- Get the kiddos and families outside
  - Mindfulness for Kids – “Mindfulness Exercises for Children” from Therapist Aid
  - Mindfulness in nature scavenger hunt for kids



# Affective Expression & Modulation



## ◦ Examples

### ◦ The Feelings Book by Todd Parr

- Screen share/send video clip prior to session of The Feelings Book by Todd Parr read aloud
  - <https://www.youtube.com/watch?v=Wg1ZesqcFcQ>
- Utilize the Feelings Flash Cards that complement Parr's book in session to help children expand their feeling vocabulary and recognize feelings in themselves and others
- Send and/or include feelings activities that complement the book as homework
  - (available free from Parr's website)

### The Color Monster Screen share or send the video clip prior to the session of The Color Monster: A Story About Emotion by Anna Llenas read aloud

- <https://www.youtube.com/watch?v=Ih0iu80u04Y>
- Utilize The Color Monster – A Book Companion in session to help children expand their feeling vocabulary and recognize feelings in themselves and others (from teacherspayteachers.com)
  - Print it out and include in their workbook
  - Contains multiple activities and homework assignments to complement and reinforce affective expression. Super cute and fun!

# ◦ Example



- The Grumpy Monkey book by Suzanne Lang
  - Screen share or send the video clip prior to the session of The Grumpy Monkey book read aloud <https://www.youtube.com/watch?v=wylzbbSL668>
- Complementary In Session and Homework Activities:
  - *The Angry Monkey: An Anger Management Story* - an interactive tool available at Therapist Aid to teach children about anger by comparing their own triggers and anger symptoms to the angry monkey as well as teach the use of coping skills
    - <https://www.therapistaid.com/interactive-therapy-tool/angry-monkey/anger/children>
  - Screen share the “How to Cool Down With the Angry Monkey” relaxation skills worksheet and teach and practice in session the skills: walk away, take deep breaths, talk about it, do something fun.
  - Send the relaxation sheet electronically and/or include in the workbook. Print the accompanying Relaxation Skills worksheet to help children remember the lessons learned from *The Angry Monkey*.
  - Screen Share the Monkey Coloring Page to help kids identify where in their body they feel anger & assign as homework. Also send electronically and/or include in their workbook.

- *The Grumpy Monkey Book Companion Activities*

- by the Simply Imperfect Counselor at [teacherspayteachers.com](https://www.teacherspayteachers.com)

- <https://www.teacherspayteachers.com/Product/DIGITAL-PRINT-Grumpy-Monkey-Book-Companion-Activities-4402270>

- Utilize the activities in session through screen sharing

- Include the activities in the workbook

- Activities also begin to build a bridge from affective expression to cognitive coping –

- Last section of the companion activities can be incorporated into cognitive coping and continue the angry/grumpy monkey analogy

- “Stop & Think, What Is In My Heart, Thoughtful Actions”



# Cognitive Coping

- "Giraffes Can't Dance" by Giles Andreae and Guy Parker-Rees
  - Share in session or send YouTube video prior of the book read aloud
    - <https://www.youtube.com/watch?v=Zzb5Acl-n70> (Book read through song)
    - <https://www.youtube.com/watch?v=kVzblgpqQnk> (Book read aloud)
  - Screen Share CBT worksheets in session and include in workbook
    - CBT for Kids Worksheet (from Therapist Aid)
      - Diagram of thoughts, feelings, actions, In Session and Homework practice worksheets
    - CBT Thinking Errors (for Kids) Worksheet (from Therapist Aid)
    - Take Gerald through the Cognitive Triangle
- Complementary Materials for Parents / Caretakers
  - The Simple CBT Model (from Therapist Aid)
  - The Cognitive Model (from Therapist Aid)
  - Cognitive Distortions (from Therapist Aid)





THANK YOU SO MUCH

&

REMEMBER



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# KEEP A WEARY EYE OUT FOR THOSE NEW COWS

Our client's worlds have changed dramatically and there are more of them now in new shapes and sizes

◦Source: <https://www.cartoonistgroup.com/store/add.php?iid=180500>