Foundational Knowledge and Skills

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TGCTA Module I, Overview of Manual and Session Logistics

- Overview of Manual
- Session Structure: Go to Module I, Session 1, pp. 1-2.
  - How will you manage youth handouts? Do group leaders or staff keep them? Safety (even staples) and privacy issues. In RTCs, staff as “parents” to help with homework? School or clinic logistics?
  - Preprint and laminate the flip charts?
- Length of sessions will vary depending on setting
TGCTA Pre-Session
Introduction, Data Collection & Life Story Outline

Go to Pre-Session in manual and scan briefly

- Objectives: Evaluate if the youth is able and willing to function in a trauma-focused group treatment, Collect data, Invite Life Story

- Remember: This is a group treatment modality, so consider the “fit” of recruits

- Connecting with each youth and selling the Group is the task of the Group Leader
Who is a good candidate?

- 13 or older
- Mental age =>12
- Groups are single gender
- History of severe stress, trauma or loss
- No evidence of psychoses, not extremely labile or disruptive
- Long enough stay—Modules I & IV or I-IV?
- Clinical judgment
Explain the Purpose of the Group

- Provide Support
- Be a Safe Place
- Learn New Skills
- Create a Better Future
Pre-Group Assessment Materials

Core Measures
- Demographic Form
- Childhood Trust Events Survey (CTESA) – Long Form
- UCLA PTSD Reaction Index for Children and Adolescents (also give Post-Group)
- Adolescent Dysregulation Inventory (ADI)
- Short Mood and Feelings Questionnaire

Optional Measures
- Adolescent Dissociative Experiences Scale (ADES)
- Self-Reported Delinquency Scale
- Peer Conflict Scale
My Life Story Outline

- **Rationale:** Remembering good events and bad events that happened can help youth understand the ways they think, feel, behave and cope today.
- Use “Life Story Topics” to help them with this remembering task.
- Outlines will be used in Session 8, so clinicians should keep these in a safe place!

- **Table Practice:** Pair up - one person be a youth, the other a Group Leader. Fill out the My Life Story Outline.
- Discuss this exercise.
Close the Deal

- How many youth in group; all have some losses or traumas that are bothering them
- Go over the meeting time, place, number of sessions
- Stress confidentiality
- QUESTIONS ABOUT GROUP SELECTION AND PRESESSION, with feedback from trainers in training.
TGCTA Module I, Sessions 1-8
Manual and Session Logistics

- Sessions are structured with ritualized greeting and departure scripts that provide a predictable frame within which the hard work of recalling, sharing, and learning new coping can safely unfold.

- At the end of sessions after the calming activity, youth members will give leaders written feedback about the session, using the Checkout Feedback form.
TGCTA Module I, Session 1
Key Activities

- Begin to build comfort and cohesion
- Create the Group Contract
- Group sharing
- Goals worksheet
- Program overview
<table>
<thead>
<tr>
<th>Trauma Goal Worksheet</th>
<th>By the end of this intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I want to feel LESS:</strong></td>
<td><em>(please circle all that apply)</em></td>
</tr>
<tr>
<td>Nervous</td>
<td>Scared</td>
</tr>
<tr>
<td><strong>I want to feel MORE:</strong></td>
<td><em>(please circle all that apply)</em></td>
</tr>
<tr>
<td>Happy</td>
<td>Calm</td>
</tr>
<tr>
<td><strong>I want to change the way I do things and think about things:</strong></td>
<td><em>(please check ✓ all that apply)</em></td>
</tr>
<tr>
<td>☐ Calm myself down when I feel upset.</td>
<td></td>
</tr>
<tr>
<td>☐ Think about things that happened without feeling upset.</td>
<td></td>
</tr>
<tr>
<td>☐ Talk about things that happened without feeling upset.</td>
<td></td>
</tr>
<tr>
<td>☐ Stop avoiding things that made me nervous.</td>
<td></td>
</tr>
<tr>
<td>☐ Do more of the things that I used to do.</td>
<td></td>
</tr>
<tr>
<td>☐ Think more about things before I do them.</td>
<td></td>
</tr>
<tr>
<td>☐ Make better decisions.</td>
<td></td>
</tr>
<tr>
<td>☐ Have fewer problems with my family.</td>
<td></td>
</tr>
<tr>
<td>☐ Have fewer problems with my friends.</td>
<td></td>
</tr>
<tr>
<td><strong>I also want to change:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TGCTA Module I, Session 1
Discussion Topics & Activity

- Discuss challenges of building group cohesion with your populations (setting, girls vs. boys, severity of offense, complex trauma, etc.)
- Share strategies that you have found useful.
- **ACTIVITY: Current Coping Strategies (10 minutes)**
  Using the flip chart, ask members to generate a list of all the coping strategies the youth in their facilities use for stressful situations and trauma reminders. Follow manual directions by numbering them and writing them down on the left side of the page, because further work will be done with this list in session 5. This list will include positive and negative strategies, from using weed to confiding in Grandma.
Why psychoeducation about posttraumatic and grief reactions?

Note the new DSM V definition of PTSD

Review Session 2

Practice exercises: ”Deep Breathing” and the “Posttraumatic & Grief Reactions Checklist”
Why Psychoeducation About Posttraumatic and Grief Reactions?

- Automatic reactions were normal at the time but may be causing problems now.
- Many Veterans have PTSD
- Many of you lived in “war zones”.
- May wonder why can’t you “just get over it”.
- Understand your reactions, what they are called and where they come from and how they are working for you now.
TGCTA Module I, Session 2
Overview

- Introduce Feeling Thermometer (p. 12) for the Check In and Check Out ritual

- A very effective coping strategy! Deep Breathing Practice: One member teach others at your table (p.13)

- Introduce Posttraumatic (DSM-V) and Grief Reactions Practice using the “Posttraumatic and Grief Reactions Checklist” (pp. 14-16)

Take turns reading the descriptions (starting p. 5 # 1) as you discuss the Checklist items

- “Monitoring Changes in My Mood and Feelings” Practice assignment
TGCTA Module I, Session 2
Sharing Time

- Other ideas for working with youth in this session?

- How have you found psychoeducation about posttraumatic and grief reactions to be helpful to youth and to staff?
“Emotional dysregulation” is experienced in the body. (Numb, panicky, sweaty, heart racing, etc.)

“Survival coping” distorts emotional awareness in self and others.

The ability to read emotions in others crucial for our youth with prolonged histories of trauma and loss.

Review Session 3 and Practice “Color Your Body”.

TGCTA Module I, Session 3
Emotions and Feelings
TGCTA Module I, Session 3

Overview

- **Step One**: WHAT Am I Feeling?
  - Emotional Snapshot
  - What’s Behind Your Anger?
  - Color Your Body: Parts 1 and 2 (pp. 6-7)
  
  **Practice at Tables with TOT as Group Leader**

- Reading Emotional Expressions in Others

- **Step Two**: WHY Am I Feeling This Way?
  - Practice Assignment: Monitoring Changes in My Mood and Feelings
TGCTA Module I, Session 3
Sharing Time

- Other ideas for working with youth in this session?

- Do girls and boys differ in their symptoms of emotional dysregulation?
TGCTA Module I, Session 4
Key Activities

- Make sure you do all the check-in rituals and review the homework each week.
- Learn about trauma and loss reminders.
- Filling out trauma and loss reminder worksheets (possible reactions).
- Exploring how individuals react to and cope with reminders.
- Learn SLOW DOWN.
Trauma Reminders Worksheet

OUTSIDE TRAUMA REMINDERS
• Person, Place, Situation
• Sound, Smell, Sight
• Time or Date
• Changes in Routine
• Activities
• Media

INSIDE TRAUMA REMINDERS
• Bodily Sensation
• An Emotion
• A Thought
Loss Reminders Worksheet

MISSING REMINDERS
• Empty Situations
• Shared Activities
• Rituals
• Favorite Activities

CHANGED LIFE REMINDERS
• Added Responsibilities
• Less Money
• Moving
• Parent Less Available
Step 1: **Scan** the environment to make sure that you are safe.

Step 2: **Look** inside to your thoughts, emotions, and senses.

Step 3: **Orient** yourself.

Step 4: Find your **Wise** Mind.
How will learning to identify and manage reactions to trauma reminders help youth meet their treatment goals (to stay out of trouble and to get out of the JJ system)?

How does supporting youth in managing reminders make life easier and safer in JJ facilities or community centers? The Erie County Team’s stories (and others).

**ACTIVITY:** Fill out the Worksheets on Reminders (pp. 11-12) as yourself or as one of your youth. Then discuss as a group, both your personal reactions and how the worksheets will function for the youth you serve.

Discuss how you might help youth who become distressed during this activity.
TGCTA Module I, Session 5

Key Activities

- Learn about getting stuck in Alarm Mode
- Explore positive and negative consequences of coping strategies and common “MUPS”.
- Practice additional coping strategies and help youth develop their own list of preferred coping skills.
<table>
<thead>
<tr>
<th>How Helpful?</th>
<th>Not</th>
<th>Maybe</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLOW DOWN:</strong> Scan &amp; Stop, Look inside, Orient, Wise Mind</td>
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<td></td>
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<tr>
<td><strong>Self-Talk:</strong></td>
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<tr>
<td>Disrupting negative thoughts</td>
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</tr>
<tr>
<td>Thought stopping</td>
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<td></td>
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<tr>
<td>Calming self-talk</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Difference between <em>then</em> and <em>now</em></td>
<td></td>
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<tr>
<td>Reduce unnecessary reminders</td>
<td></td>
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<tr>
<td>Prepare (self-talk, planning, support) for reminders</td>
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</tr>
<tr>
<td>Relax (breathing, muscle relaxation)</td>
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<tr>
<td>Build resilience (eat well, stay active, exercise, build self-esteem, etc.)</td>
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<tr>
<td>Distraction through positive activities (sports, exercise, hobbies, reading)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Seek support (from friends, family, counselor, etc.)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time-Out</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Journal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(other):</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discuss list of coping skills your facility already uses to help youth manage stress reactions and defuse situations.

Discuss list of coping skills your facility uses to help therapists and staff manage their own stress reactions and defuse situations.

ACTIVITY: Using the list from session I (& the MUPS list if needed), assess the short- & long-term consequences of coping skills commonly used.
TGCTA Module I, Session 6
Cognitive Work: Key Activities

- Focus on Step Three: “How Can I Feel Better?” (pp. 3 & p. 18)
- Explain “Sizing Up a Situation” (4-5 & 13)
- Practice Linking Situations, Thoughts, Feelings and Behaviors (pp. 14-17)
- Practice Identifying and Replacing Hurtful Thoughts with Helpful Thoughts (pp.19-20)
Three Steps to Take Charge of Your thoughts and Feelings:

HOW Can I Feel Better?

WHAT am I feeling?

WHY am I feeling this way?

HOW can I feel better?
Cognitive Triangle for Situation-Thought-Feeling-Behavior Link

Sizing Up a Situation

**Situation**
Thoughts

**Feelings**

**Cognitive Triangle**

**Behaviors**

Consequences
Exercise: In dyads, use the Sizing Up a Situation model to understand what’s going on in Drawing #1. p. 14 (discuss the situation, thoughts, feelings, behaviors and consequences). Then turn to Drawing #2, p. 14, and discuss the feelings, behaviors, and consequences with this new thought. Which thought will help youth meet their personal goals better?

If you have time, do three triangles for #3, p. 16. Which student is likely to do best on this test?
Scenario 1

**Internal Dialogue Situation 1**

- **He did that on purpose!**
Scenario 2

Internal Dialogue Situation 2

I GUESS HE WASN'T WATCHING WHERE HE WAS GOING.
Exercise: In dyads, work with the Hurtful Thoughts on pp. 19 and or 20 to discuss the feelings, behaviors and consequences for these Hurtful Thoughts. Then invite your partner to generate replacement Helpful Thoughts and discuss the feelings, behaviors and consequences for these thoughts.
## Hurtful Thoughts Checklist

### Which Distressing Thoughts Am I Likely To Have?

<table>
<thead>
<tr>
<th>Feeling Unloved and Unwanted</th>
<th>Self-Criticism</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ No one understands me.</td>
<td>___ I'm weird.</td>
</tr>
<tr>
<td>___ No one cares about me.</td>
<td>___ I'm ugly.</td>
</tr>
<tr>
<td>___ No one likes me.</td>
<td>___ I'm weak.</td>
</tr>
<tr>
<td>___ No one wants me.</td>
<td>___ I'm stupid.</td>
</tr>
<tr>
<td>___ I'll never fit in.</td>
<td>___ I'm a loser.</td>
</tr>
<tr>
<td>___ I'll always be alone.</td>
<td>___ I'm trapped.</td>
</tr>
<tr>
<td>___ No one needs me.</td>
<td>___ I'm inferior.</td>
</tr>
<tr>
<td>___ if I shared how I feel with others, they wouldn't care.</td>
<td>___ I'm deficient (I'm not good enough).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hopelessness</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Things will always be like this.</td>
</tr>
<tr>
<td>___ Things will never get better.</td>
</tr>
<tr>
<td>___ My future is hopeless.</td>
</tr>
<tr>
<td>___ Nothing ever goes right for me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Helplessness</th>
<th>Distrust</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ I’m helpless (I’m powerless).</td>
<td>___ No one should be trusted.</td>
</tr>
<tr>
<td>___ I have no one to turn to if I need help.</td>
<td>___ I always expect the worst from people.</td>
</tr>
<tr>
<td>___ My problems are so bad that nothing can help.</td>
<td>___ If I opened up to people, they would hurt me.</td>
</tr>
<tr>
<td>___ Things will never get better, so it’s no use trying.</td>
<td>___ If I shared how I feel, people wouldn’t like me.</td>
</tr>
<tr>
<td>___ I’m out of control.</td>
<td>___ I must not burden people with my problems.</td>
</tr>
<tr>
<td>___ I can’t take it any more; I can’t handle this.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preoccupation With Danger</th>
<th>Other Hurtful Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ I always expect the worst will happen.</td>
<td>(describe)</td>
</tr>
<tr>
<td>___ I must always be ready for the worst.</td>
<td>(describe)</td>
</tr>
<tr>
<td>___ I can never allow myself to feel safe or to relax.</td>
<td>(describe)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Blame</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Bad things always happen to me.</td>
</tr>
<tr>
<td>___ (I have bad luck; I’m cursed; I’m jinxed).</td>
</tr>
<tr>
<td>___ I don’t deserve to be happy.</td>
</tr>
<tr>
<td>___ I did something bad to deserve this.</td>
</tr>
<tr>
<td>___ This is all my fault.</td>
</tr>
</tbody>
</table>
# Helpful Thoughts Checklist

**HANDOUT 10.7**

## Helpful Thoughts Checklist

<table>
<thead>
<tr>
<th>Feeling Loved or Lovable (emotional closeness)</th>
<th>Having Confidence In My Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Someone understands me.</em></td>
<td><em>I have what it takes—I can do this.</em></td>
</tr>
<tr>
<td><em>Someone loves me.</em></td>
<td><em>I'm smart.</em></td>
</tr>
<tr>
<td><em>Some people can be trusted.</em></td>
<td><em>I'm a winner.</em></td>
</tr>
<tr>
<td><em>I'm a good person.</em></td>
<td><em>There are some problems right now, but I know I can handle them.</em></td>
</tr>
<tr>
<td><em>There's nothing wrong with me (I'm OK).</em></td>
<td><em>I can do things as well as other kids.</em></td>
</tr>
<tr>
<td><em>It's not my fault that bad things happen.</em></td>
<td><em>People respect me.</em></td>
</tr>
<tr>
<td><em>I deserve to be happy.</em></td>
<td></td>
</tr>
<tr>
<td><em>I'm as good as other kids.</em></td>
<td></td>
</tr>
<tr>
<td><em>I can connect with people.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling Liked or Likeable (social connection)</th>
<th>Having Confidence In Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>People like me.</em></td>
<td><em>There are people I can depend on if I need help.</em></td>
</tr>
<tr>
<td><em>I'm a good friend.</em></td>
<td><em>I'm not alone in this—other people have been through this and they will understand and know how to help me.</em></td>
</tr>
<tr>
<td><em>I fit in.</em></td>
<td></td>
</tr>
<tr>
<td><em>I'm fun to be around.</em></td>
<td></td>
</tr>
<tr>
<td><em>I'm cute.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling Needed</th>
<th>Guidance and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>People appreciate me.</em></td>
<td><em>There are people I can go to who will know how to help.</em></td>
</tr>
<tr>
<td><em>People need me.</em></td>
<td></td>
</tr>
<tr>
<td><em>I'm important.</em></td>
<td></td>
</tr>
<tr>
<td><em>The world is a better place because I'm here.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Helpful Thoughts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>describe</em></td>
<td></td>
</tr>
<tr>
<td><em>describe</em></td>
<td></td>
</tr>
<tr>
<td><em>describe</em></td>
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<tr>
<td><em>describe</em></td>
<td></td>
</tr>
<tr>
<td><em>describe</em></td>
<td></td>
</tr>
</tbody>
</table>
HANDOUT 11.2

Alternative Interpretation Illustration 1

THEY'RE LAUGHING AT ME. THEY THINK I'M WEIRD. NOBODY LIKES ME.
Alternative Interpretation Illustration 3

WHY SHOULD I TRY? MY LIFE IS ALREADY OVER. I WON'T LIVE LONG ANYWAY, MIGHT AS WELL ENJOY MYSELF.
Discuss what kind of situations might be most useful for your youth to employ this approach. How might you gradually train and reinforce these skills in their daily lives in the community or on their units?
Session 7: Identifying and Challenging Hurtful Thoughts; Key Activities

- Identify and record negative thinking errors using pictures
- Identify and record negative thinking errors using skits
- Come up with Helpful Thoughts to replace the Hurtful Thoughts.
Negative Thinking Errors (pp. 5 & 12-14)

Filtering & Discounting (focusing on the negative, discounting the positive)
Shoulds & Musts (having high and inflexible rules for how things “should” be)
All or None Thinking (seeing things in black and white/either-or terms)
Then is Now (responding to the present as if it is the traumatic past)
Self-Blame (things are your fault when you actually have little influence over what happens)
If it Feels True it Is True (taking feelings as proof that something is really true)
Self Put-Downs (You put negative labels like “loser” on yourself and tear yourself down.)
Permanent Thoughts (Drawing big conclusions from small bits of information: If something is true once, it is always true; if something goes wrong, it always will.)
Foretelling the Future (playing “Fortune Teller” by assuming that you can accurately predict future events)
Mind Reading (assuming you know what others are thinking)
Catastrophizing (thinking that things are much worse than they really are)
Challenging Negative Thinking Errors
Table Work (10 minutes today)

Using Handouts on pp. 17-20, as a team answer these questions and write on flip chart:

- What’s going on in this picture?
- What kinds of Negative Thinking Errors do you see?
- How do you think this girl or boy is feeling?
- What will he or she likely do? Consequences?
- Suggest alternative ways to think about the situation. What would be a Helpful Thought? How would that thought change feelings, behaviors, and consequences?
Challenging Negative Thinking Errors
Practice Skits on pp. 6-8 and handouts pp. 22-23 (15 minutes)

- Skit # 1: Mother & Teen Talk About Money
- Skit # 2: Two Friends Talk About Sports
- Skit # 3: Two Friends Discuss Grades
- Skit # 4: Parent & Teen Discuss Accident
- Skit # 5: Teen Vows to Get Even w. Abuser
- Skit # 6: Parent Tells Teen She Lost Her Job
- Skit # 7: Girls Sees Teacher in Hallway
Challenging Negative Thinking Errors

Homework

See instructions on p. 9 and the homework sheet on p. 21 for group members to take charge of their thoughts and feelings and record how they did so in the upcoming week.
Focus now on ways in which other people can help youth feel better by helping them understand Aids and Barriers to Communication and the Five Steps to Getting Support.

Review Session 8

Practice:
“Aids and Barriers to Communication”
“Five Steps to Getting Support”
“I” Message for Sharing

Update Group Goals Worksheet
TGCTA Module I, Session 8 Overview

- Aids and Barriers to Communication
  Do Activity (p.6) creating a list on your flipchart
- Five Steps to Getting Support and the “I “ Message
  Go over Handout (p.12) and Practice “I Message for Sharing” (p. 13)
- My Personal Coping Kit
- Group Goals Worksheet (check off completed; add new)
TGCTA Module 1 Session 8
Sharing Time

- Have you seen youth use these skills in your setting?

- Other ideas for working with youth in this session?

- Have Group Goals changed?
Module II: Sharing Your Story

TGCTA

Sharing Your Story

NCTSN
The National Child Traumatic Stress Network
Overview of Module II

- **Beginning Session**: Preparing to Tell Our Stories
- **Middle Sessions**: Telling Our Stories
- **Subsequent Narrative Sharing Sessions**: Reviewing Last Week’s Narrative and Telling a New Story
- **Final Session**: Summary of Narrative Experience and Group Themes
Overview Beginning Session:
Preparing to Tell Our Stories

- Selecting a specific event (Worksheet)
- Mapping my story exercise (Worksheet)
- Preparing for narrative session
Module II: Working Through Traumatic Experiences

Selecting My Event Worksheet, I, p. 11

**PART 1**

ONE SENTENCE DESCRIPTION OF EVENT DISTRESS WHEN REMINDED

Event 1


Event 2


Event 3


**PART 2**

ANSWER QUESTIONS BELOW FOR YOUR SELECTED EVENT

Y / N I still think about it a lot.

Y / N When I think about it, I get stressed or have strong feelings.

Y / N I remember it well enough to tell the story.

Y / N If I could do some healing about this experience, it would help me.
Mapping My Story Worksheet, I, 12-13

THE FACTS

○ How did it start?
○ What were main things happened / that I or others did?
○ How did it end?

THE THOUGHTS

○ What did you tell yourself at the time?
○ Thoughts about whose fault / how you acted at the time?
○ What bothers you most about it now?

THE FEELINGS

○ What did you feel (see, hear, smell…) then? (All five senses and emotions)
○ What do you feel when you remember it?
○ What were the worst moments?
Overview of Middle Sessions: Telling Our Stories

- Structure of sessions (Middle Sessions, p. 2)
- Facilitating the narrative (See Middle Sessions, p. 8, “Notes on Conducting the Trauma Narrative”)
- Note-keeping and summary feedback
- Subsequent sessions: start with review of narrative from last week, but then the structure is identical to Middle Sessions
What was happening OUTSIDE you?

- Who
- How
- Where
- When
- What

What was happening INSIDE you?

**Thoughts & Images/Estimation of Danger:**
- What was going through your mind?—What were you thinking?
- How much danger did you think you/they were in at that moment?

**Emotional Reactions/Regulation:**
- What emotions were you feeling?
- How/Where did you feel (it) in your body?
- What did you do with those thoughts and feelings? How did you deal with them?

**Protective Intervention:**
- What did you want/wish to happen?
  - What did you want other people to do?
  - What did you decide to do?
  - What did you do next?
Narrative Review Worksheet
(Middle Sessions, p. 17)

IMPORTANT PARTS OF MY NARRATIVE:

- Worst Moments:
- Hurtful Thoughts:
- Helpful Thoughts:
- Related Reminders:
- Prevention/Revenge Fantasies:
Overview of Final Session:
Summary of Narrative Experience

- Summarize common themes across narratives
- Group processing and challenging or updating of hurtful thoughts (cognitive distortions, thinking errors, inaccurate thoughts)
- Summary of learning points
Module II Final Session: Group Processing of Narrative Thoughts

- Summarize group themes
- Summarize group processing of hurtful thoughts and thinking errors
- Summarize learning points
- Discuss ways to catch yourself with hurtful thoughts of thinking errors in the future and finding better replacement thoughts
Overview: Cognitive Processing of Shared Narrative

- The note-taking group leader will record important statements that may include self blame, guilt, blaming of others, prevention and revenge fantasies, and other Hurtful Thoughts.
- Generally one allows the narrative to conclude before starting, with the group, to examine some of the key statements.
- This process is described on pp. 12 ff. in the session and with handouts on pp. 18-25.
- DO NOT ARGUE WITH THE YOUTH. Rather, use Socratic questioning, and be sensitive.
‘Evidence’ Handout (p. 19): Updating The Understanding of What Happened

1. Did your circumstances permit you to do what you wanted to do?

2. Did you have a “Crystal Ball”? Did you know ahead of time what was going to happen?

3. Are you Superman? Superwoman? Could you realistically have done anything?

4. Was there any satisfactory choice available?

5. Were you young and inexperienced?

6. Were you terrified, horrified, confused, panicked, and felt helpless?

7. Did you do the best you could at the time?
Questions as the Bridge

Hurtful Thought

Helpful Thought
Challenging Thinking Errors

1. It is helpful to have the corrective thought or thoughts in mind as you cross the bridge together.
2. Use the Negative Thinking Errors worksheet (pp. 20-23) to address the dominant themes identified for your individual (or group).
3. Because working with thinking errors is central to many programs within JJ systems, this cognitive processing will be familiar to many youth, although it is a “Eureka moment” for many of them to connect the origins of their thinking errors to their trauma, adversity, and loss histories rather than to just being a “bad kid.”
p. 20: Negative Thinking Errors

Are you......???

1. Filtering out or discounting the positive?
2. Consumed by shoulds or musts?
3. Doing all or nothing thinking?
4. Reacting as if then is now?
5. Blaming yourself?
6. Putting yourself down?
Negative Thinking Errors
Are you . . . . ???

7. Deciding that if it FEELS true, it IS true?

8. Having Permanent Thoughts: always, never, completely, totally, everyone, no one/

9. Playing fortune teller (e.g. being sure you will fail or others will let you down or be unfair to you)?

10. Mind reading; being sure you know what others are thinking?

11. Catastrophizing?
Thinking Errors and Themes for Cognitive Processing

- Guilt and Self Blame
- Intervention Fantasies
- Revenge Fantasies
- Other categories or themes?
What could you think instead?

Let’s cross the bridge and find a thought on the other shore (leaders should have these possible thoughts in mind to help the youth and the group get there). Group members are often very active in this process—they identify thinking errors in their peers more easily than in themselves.

If you can really believe that new thought, what will you feel & how will you see your future?
Hurtful Thought                Helpful Thought
Module III: Grief and Loss in Adolescence
Learning Objectives:

After this session, participants will be able to:

1. Describe the distinctions between adaptive versus maladaptive grief.
2. Describe Multidimensional Grief Theory and how it informs TGCT-A.
3. Explain how TGCT-A addresses the new DSM-5 Persistent Complex Bereavement Disorder.
4. Describe factors within adolescents' physical and social environments that may play a key role in adjustment after loss.
How Do Adolescents Respond to the Loss of a Loved One?

• “Typical” grief reactions are hard to define

• Very few large studies of bereaved children... even fewer studies of bereaved children followed over time and even fewer studies of bereaved youth in underserved communities

• Grief reactions influenced by:
  o developmental level
  o previous life experiences
  o relationship to deceased
  o culture
  o religious/spiritual beliefs
  o family
  o social environment
  o circumstances of death
“Normal” or Adaptive Grief Reactions

- Can be very intense (pining, yearning, sadness, anger or protest over the loss).
- Are often at least temporarily associated with decreased functioning.
- Typically transition from pain to more pleasant reminiscing over time.
- In adolescents, intensity of the grief thought to subside within six months of the death.
Maladaptive Grief Reactions

- More likely to occur under traumatic circumstances (just beginning to learn what “traumatic” means).
- Current literature has referred to different forms of maladaptive grief as “complicated grief”, “prolonged grief”, or “childhood traumatic grief” although they are quite different.
- Approximately 10% of bereaved children are at risk (studies conducted primarily with Caucasian middle class samples).
- Evoked by loss or trauma reminders.
- Very little is known about specific symptoms, age-related manifestations, and course.
Loss and Trauma Reminders

Loss Reminders

- Images, sounds, smells, people, situations that remind adolescent that the person IS GONE
- Frequently lead to separation distress
- (e.g., being around the person’s friends, person’s clothing, their favorite chair, etc.)

Trauma Reminders

- Images, sounds, smells, people, situations that remind adolescent of THE WAY the person died
- Frequently lead to circumstance-related distress
- (e.g., sounds of fireworks, movies about car accident, feelings themselves, etc.)
Multidimensional Grief Theory
Layne, Kaplow, & Pynoos (2011)

- Separation Distress
- Existential / Identity Distress
- Circumstance-Related Distress

Adaptive/Normative to Maladaptive
SEPARATION DISTRESS

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EXISTENTIAL DISTRESS

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Every time I see his picture, I can’t help thinking about the night he got killed. It gets me so mad that it’s hard to remember the good times.
Persistent Complex Bereavement Disorder

- Informed by Multidimensional Grief Theory
  - Separation distress
  - Disruptions in personal and social identity
  - Preoccupation with circumstances of the death
  - Psychological and behavioral avoidance
- Inclusion of supplemental wording to reflect age-specific manifestations
- Inclusion of additional symptom: excessive worry about surviving caregivers’ welfare, safety, and health
- Children’s psychological distress should be evaluated within the social context of their caregiving environment
A multidimensional framework is important because...

- Distinct dimensions of grief may:
  - arise across the life span
  - differentially relate to different risk or protective factors
  - differentially relate to causal consequences (e.g., school failure, risky health behaviors, aggression)
  - Appear in some, but not other, populations/settings
  - require different treatment components (i.e., different therapeutic activities to address different grief domains)
Hypothesized Risk Factors for Childhood Maladaptive Grief

- Previous traumas
- Older children (teens)
- Prior mental health problems
- Avoidant coping strategies
- Impaired functioning of surviving parent
- Lack of social support
- Exposure to trauma/loss reminders
- Secondary problems following death
- Circumstances of the death
Number of PTSD Symptoms by the Cause of Parent Death


Anticipated Death by Illness
N = 21

Accident
N = 22

Sudden Natural Death
N = 15

Suicide
N = 5
Grief-Related Risk Factors by Cause of Parent Death

- Painful or Uncomfortable Death
- Parent Upset or Sad Last Week of Life
- Self-Blame for Parent's Death
- Child Sad, Worried, Moody prior to Parent's Death
- Comfort Talking to Surviving Caregiver about Death
Consequences of Untreated Maladaptive Grief
Kaplow, Angold, & Costello, 2008

- Relationship problems
- Substance abuse
- Police involvement (criminal behavior)
- School drop-out
- Violence (revenge)
- Depression and suicidal thoughts/behaviors
MODULE III: Grief

Working Through Grief Experiences
Learning Objectives

After this session, participants will be able to:

1. Describe the structure and content of Module III, identify specific strategies for facilitating discussions, and gain practice in conducting key group activities.

2. Facilitate activities that link stressful situations to grief-related feelings, hurtful thoughts, related behaviors and their consequences.

3. Facilitate discussion/activities focusing on identification of negative emotions related to the death and challenge distorted notions of self-blame, predictability and preventability of the death.

4. Identify strategies for normalizing experiences of ambivalent feelings towards the deceased, differentiating positive and negative characteristics of the deceased, and using positive characteristics to promote healthy connections.

1. Facilitate discussion/activities focusing on relapse prevention and planning for difficult days.
Overview of Module III

- **Session 1**: Learning About Grief
- **Session 2**: Understanding Connections Between Loss Reminders, Grief Reactions & Consequences
- **Session 3**: Dealing With Strong Emotions After A Death
- **Session 4**: Promoting the Positive, Normalizing the Negative
- **Session 5**: Reminiscing Together
- **Session 6**: Planning for Difficult Days
TGCTA Module III, Session 1

Key Activities

- Introduce Grief Thermometers (Rating My Grief Reactions) for the check-in ritual
- Invite initial sharing of the Loss
- Clarify knowledge about grief.
- Identify personal grief reactions. Practice conducting a discussion that helps group members identify and better understand their current grief reactions.
- Understand how grief changes over time (Riding the Waves of Grief). If there is time, practice the Riding the Waves of Grief” activity. Members may either act as youth or draw upon their own experiences with a loss.
TGCTA Module III, Session 1

Discussion Topics

- What kinds and categories of loss are most prevalent in your population?

- What misunderstandings or distortions regarding death and the grief process might be common among your youth?

- What are you most concerned about in starting the grief work? What will be most challenging for you?
C. Group Activity - Riding the Waves of Grief: How Grief Changes Over Time

Draw this wave/timeline on a board or large piece of paper attached to a wall so everyone can see:

Feelings During the First Few Weeks

Feelings During the Last Few Weeks

The death
TGCTA Module III, Session 2

Key Activities

- Review loss reminders.

- Distinguish between different types of hurtful thoughts.


- Helping a Friend Exercise. **Practice conducting a discussion linking loss reminders, grief reactions, and consequences using one of sketches in the manual. Follow directions and use prompts for specific sketches.**
Sizing Up a Situation

- Thoughts
- Feelings
- Behaviors

Consequences
Linking Hurtful Thoughts, Grief Reactions, and Consequences

- What is the situation?
- What is his/her hurtful thought?
- What negative feelings might this hurtful thought be bringing up?
- What behaviors might he/she be tempted to engage in if he is thinking and feeling this way?
- What are some likely negative consequences of these behaviors?
- Can you help him/her think differently about the situation in a more constructive way?
LINKING HURTFUL THOUGHTS, GRIEF REACTIONS AND CONSEQUENCES

• Could you believe these new thoughts about what happened if you were in his/her situation?

• How could thinking about the situation in these more positive ways change how he/she is feeling?

• How could these more positive thoughts and feelings help him/her behave in more positive ways?

• What kinds of consequences are likely to follow if he/she chooses to have more positive thoughts, feelings, and behaviors about this situation?
TGCTA Module III, Session 2
Discussion Topics

- What are common loss reminders in your population?
- Which sketches are most relevant to your population? Do you have ideas for other common loss situations/scenarios that your youth encounter?
- What are some challenges you may face in conducting this exercise? How would you address them?
TGCTA Module III, Session 3
Key Activities

- Initiate discussion of Strong Emotions Related to How the Person Died. **Practice conducting the “Helping a Friend Exercise”** that involves group discussion of guilty feelings in the Card #6 scenario.

- Normalize the range of possible angry feelings related to a death. **Practice using the handout on “Different Types of Anger About a Death”**.

- Challenge hurtful guilt-related thoughts. Review and discuss the “Wishes and Regrets” activity.
TGCTA Module III, Session 3
Discussion Topics

- Do you think it will be more difficult for your youth to share their guilt or anger-related feelings regarding the death?

- Share your thoughts and experiences about the role that guilt or anger-related feelings associated with a death, play in your youth’s ongoing problems.

- What is your best advice on how to conduct this exploration of angry feelings? Do you have any concerns?
Card #6

If only I had hung out with him that night... I could have protected him.
Different Types of Anger About a Death

Please indicate how angry you feel about each issue by writing a number in the line in front of each thermometer:

1 = Not angry  5 = Somewhat angry  10 = Very angry

At the Person Who Died

At the World

At Yourself

At God

At The People Responsible

At The People Around Me

About the Way They Died
TGCTA Module III, Session 4
Key Activities

- Initiate discussion focusing on identifying both positive and negative traits/behaviors/characteristics of deceased.

- “Sticks and Stones” Activity (for future use).

- Practice “What to Keep and Cherish and What to Let Go” Exercise.
Session 4 Rationale

- Ambivalent feelings about person who died can cause confusion and distress. Helps to normalize this experience.

- Session designed to help with acceptance of negative traits/behaviors of deceased while “holding on” to more positive memories.

- Teens may attempt to maintain connection with deceased in ways that may be unhealthy. Exercises designed to help them connect in healthier ways.
TGCTA Module III, Session 4
Discussion Topics

- What challenges might you face in carrying out this exercise with your youth?

- What behaviors/traits/characteristics of the deceased might your population be emulating?

- Does this exercise bring up any emotions/thoughts for you personally? How might you deal with that in the actual group setting?
TGCTA Module III, Session 5
Key Activities

- Normalize efforts to Stay Connected After a Loss, and help group members share ways that they try and do this in their lives. **Practice conducting this discussion.**

- Structure and conduct the Reminiscing With Mementos exercise.
What are your primary considerations in deciding whether to conduct this session at your site? What concerns do you have about this exercise?

How might you restructure this activity to make it appropriate for your site?

What are potential benefits of normalizing efforts to stay connected after a loss?
TGCTA Module III, Session 6

Key Activities

- Identify life changes and secondary adversities.

- Planning for difficult days
  - Anticipating Difficult Days
  - Dealing With Difficult Days
  - Dealing With Daily Occurrences

- Practice the “Speaking Authentically About Loss / Asking for What You Want” Exercise using examples from your population.
WORKSHEET: Changes in My Daily Life since the Death
Directions:
Below are different areas of your life that may have changed since the death of the person you cared about. For each area, write down any ways in which things in your life have changed.

• Living situation and finances
• Meals
• School and homework
• Chores and responsibilities
• Day-to-day interactions with my family and friends
• Holidays and other special days
• Favorite activities and hobbies
Problematic Daily Occurrences

• Who to tell about the death?
• How to speak about the death?
• How to get the support you want.
• Dealing with rumors
• Dealing with expectations that you should be “over it” by now
TGCTA Module III, Session 6
Discussion Topics

- What types of changes and secondary adversities are most common among your population?

- What are some of the obstacles that are likely to get in the way of your youth receiving “what they want” or need from others?

- What are some other situations that your youth may encounter that can make processing/talking about the death uncomfortable or difficult? How might you address these?
Preparing for the Future

Module IV: Preparing for the Future

TGCTA
TGCTA Module IV
Introduction

- Read this!
- Change the room; a celebration of growth
- Direct impact on developmental processes; no longer frozen in “traumatized” adolescent personality
- Resume interrupted “age-appropriate” activities.
- Group has provided a setting to increase coping skills and correct trauma-related expectations of themselves and others.
TGCTA Module IV Session 1
Setting Goals & Problem-Solving
Overview

- Setting Personal Development Goals (p. 13)
  Stop Goal and Start Goal (Parts I & II)
- Three Steps to Solving a Problem
  1. Barriers: Outside? Inside?
  2. Brainstorm Solutions
  3. Choose Best Option

Do Activity on Group Brainstorming (p. 9)
TGCTA Module IV Session 1
Overview

- Wishing I Could Help When It’s Not My Job To Fix
- How To Tell if a Problem is My Job to Handle

Many “parentified” teens try to assume adult responsibilities very early in their development

Practice

- On flip chart: Generate a list of problems for which youth feel responsible.
- Apply handouts: "How to Tell if a Problem is My Job to Handle" and “What Can I Do to Help?” (pp. 13 & 14) to the problems listed
- My Life in the Future
TGCTA Module IV  Session 1
Sharing Time

- What additional ideas do you have for presenting this session?
- Are the youth thinking and talking about future goals?
TGCTA Module IV  Session 2 Transition and Graduation

- “My Life in The Future” Review: Focus is on the importance of adopting a future orientation rather than a “survival” orientation.

- Extend “My Life Story Outline” from Presession into the future

- Address Termination of Group Issues
- Party!
TGCTA Module IV Sessions 1 & 2
Preparing for the Future

- Goal: assist adolescents in maintaining and building upon their newly developed understanding and skills.

- Focus now is on pragmatic approaches to dealing with *current* stresses and adversities rather than retrospective intense self-focus.

- Experience that “saying goodbye” can be natural, benign, voluntary and often reversible.
TGCTA Module IV  Session 2  
Sharing Time

- What do your youth say about their lives in the future? Does it change over the course of the group?

- What ideas do you have to manage transitions and celebrate graduations?
CONGRATULATIONS!