

TF-CBT Brief Practice Checklist

Client Identifier (e.g., initials): \_\_\_\_\_ Therapist Identifier: \_\_\_\_\_

TF-CBT Treatment Component	Session #:	1	2	3	4	5	6	7	8	9	10
	Date:	/	/	/	/	/	/	/	/	/	/
<b>Caregiver participation:</b> Therapist met (face-to-face or via telephone) with caregiver for 15 minutes or longer.											
<b>P:</b> Therapist provided psycho-education (e.g., directive education about the traumatic event, normal reactions to trauma, and instills hope).											
<b>P:</b> Therapist provided parenting skills (e.g., time out, selective attention, praise, reinforcement plans).											
<b>R:</b> Therapist explained the physiology of relaxation and instructed on methods of relaxation.											
<b>A:</b> Therapist assisted the child in accurately identifying their feelings, and various ways of regulating their emotions (e.g., imagery, thought stopping, positive self-talk).											
<b>C:</b> Therapist reviewed the cognitive triangle, educating the child on the connection among thoughts, feelings, and behaviors and helping the child generate alternative thoughts that are more accurate or helpful, in order to feel differently.											
<b>T:</b> Therapist developed a trauma narrative with the child, and worked to modify cognitive distortions throughout the narrative.											
<b>I:</b> Therapist developed an in-vivo desensitization plan to resolve avoidant behaviors.											
<b>C:</b> Conjoint child-parent session: sharing trauma narrative with parents or other joint parent-child activity.											
<b>E:</b> Therapist addressed the child's sense of safety and developed a safety plan (if needed).											
<b>E:</b> Therapist taught problem-solving skills and/or social skills as needed by the child.											
TF-CBT Treatment Component	Session #:	11	12	13	14	15	16	17	18	19	20
	Date:	/	/	/	/	/	/	/	/	/	/
<b>Caregiver participation:</b> Therapist met (face-to-face or via telephone) with caregiver for 15 minutes or longer.											
<b>P:</b> Therapist provided psycho-education (e.g., directive education about the traumatic event, normal reactions to trauma, and instills hope).											
<b>P:</b> Therapist provided parenting skills (e.g., time out, selective attention, praise, reinforcement plans).											
<b>R:</b> Therapist explained the physiology of relaxation and instructed on methods of relaxation.											
<b>A:</b> Therapist assisted the child in accurately identifying their feelings, and various ways of regulating their emotions (e.g., imagery, thought stopping, positive self-talk).											
<b>C:</b> Therapist reviewed the cognitive triangle, educating the child on the connection between thoughts, feelings, and behaviors and helping the child generate alternative thoughts that are more accurate or helpful, in order to feel differently.											
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<b>E:</b> Therapist addressed the child's sense of safety and developed a safety plan (if needed).											
<b>E:</b> Therapist taught problem-solving skills and/or social skills as needed by the child.											

Citation: Deblinger, E, Cohen, J, Mannarino, A, Murray, L, and Epstein, C. (2007). TF-CBT Brief Practice Checklist.