

CBT Toolbox For Children & Adolescents

Over 200 Worksheets & Exercises
for Trauma, ADHD, Autism, Anxiety,
Depression & Conduct Disorders

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Introduction

C*BT Toolbox for Children and Adolescents* was designed with therapists in mind to provide brief, targeted solutions to a myriad of mental health issues that are frequently present in children. The activities in this workbook enhance traditional CBT by promoting the development of a child's executive functioning, developing social skills, and prompting whole brain approach. Traditional therapy relies heavily on language and the activities in this book accompany language with nonverbal activities to help facilitate growth with individuals who have difficulties reflecting and changing their own negative thinking. This book used a multidisciplinary approach relying on the expertise of school psychologists, social workers and therapists. We have put together an abundance of creative ideas that can engage and inspire allowing clients to express themselves, communicate with others and create positive change.

The workbook covers six clinical areas: Childhood Trauma, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, Conduct Disorder, Anxiety, and Depression. The activities are tailored to specific disorders and symptomology and can be combined to meet the client's needs in regards to interrupting negative thought patterns, developing healthy relationships, and creating a mind-body connection. Within each chapter are four content areas tailored to the specific disorder.

1. **Cognitive Skills**

These activities focus on recognizing symptoms, determining the impact of negative thinking patterns, and enhancing memory strategies.

2. **Relationship Coaching**

These activities focus on the development of prosocial behavior, building alliances, and improving interpersonal relationships.

3. **Competency Building**

These activities target emotional regulation, realistic thinking, coping, and problem solving.

4. **Brain-Based Learning**

These activities focus on developing a mind-body connection, finding motivation, and developing healthy mental and physical habits.

How to Use this Book

This workbook provides activities to address countless symptoms with skill-building exercises. You will notice three types of worksheets: In-session Exercise, Client Activity and Caregiver Worksheet. These handouts have different uses and each one is written from a different perspective.

In-session Exercises are designed for the therapist to use as a tool while in-session. Including the client, caregiver and therapist in one setting, they are made to spark conversation and make the client comfortable.

Client Activities are created for the child to do themselves either in-session or as homework. Whether supervised by the therapist or their caregiver, they will be able to do the activity at any age or stage in the treatment process.

Caregiver Worksheets are for the parent or caregiver-to help them cope and work with the therapist, and also allow them to become part of the therapy process and reinforce strategies being taught in-session.

Although suggestions, ideas, and specific instructions are given, we encourage creativity within your own setting and specialty. These activities can be used to engage children directly in therapy, used in a group format for at-risk children, or as a strength building competency activity. As every therapist knows, skills that are repetitively practiced outside of therapy have a greater chance of being retained and used when faced with challenges.

Think Outside the PAGE

Let these activities act as a springboard to your own creativity. All these activities can be adapted to meet your client's age, developmental capacity, or current stage in treatment. It is important to let the client dictate when a piece is completed and how much they would like to expand the given directive. If a client is invested in a certain activity, you may consider letting him or her work on it over several sessions to maximize your information gathering. A loosely structured approach allows more opportunities for your client to encounter challenges in the process, which will result in opportunities for problem solving, skill building, and relationship building. Keep in mind that once an activity is completed, the client's processing of those skills continues.

Go Beyond the Activity Itself!

The activity or art piece is significantly important to the therapeutic process, the dialogue about the activity is equally important. Consider having the client title each activity and journal about it. Engage in discussions with the client regarding his or her feelings about this process of creating by using nonjudgmental commentary and open-ended questioning.

The artwork is an extension of self to be honored; therefore, it is important to have a plan for what to do with completed pieces to honor them and protect them. This ritual offers closure to the creative process. Options to consider include creating a portfolio to keep in the office until treatment is ended or for the client to take home. You may also find a safe place for the artwork to be on display in the office or use the artwork in other treatment activities; for example, many of the pieces created in session would double nicely as a focal point for guided imagery activities. The artwork could also be used in the client's home as a daily reminder of skills to practice or as a banner of pride and accomplishment. Process these options with the client ahead of time and come to an agreed plan.

Keep in mind that once an activity is completed, the client's processing of those skills continues. There are therapeutic advantages to repeating activities at different points in the therapeutic process. You might consider having the client do the activity again in the same way it was done before and then process the differences. Another option would be to complete a similar version of the activity to better meet where the client is at that particular point in treatment. Both options offer the client opportunity for repetition and mastery.

SECTION



Childhood Trauma

This chapter will assist with developing a person's ability to be resilient and overcome adverse experiences, introducing the concept that the job of the caregiver, child and therapist is to impact the subjective meaning of events that enables a child to move from being overwhelmed by an event to having an event empower them into resilience and growth. These exercises focus on dealing with feelings of guilt, blame and loss, the ability to use emotional energy in a positive way, and improve relationships so they can feel accepted. (Every child's response to these activities will differ; sometimes a person's response differs from what you think it should be.)

Cognitive Behavioral Triangle

This activity will bring awareness of how our thoughts, feelings, and behaviors are connected, and identify how negative events can change your thinking patterns. Identify two positive events and two negative events and complete the spaces below. Discuss this with your therapist; your thoughts about it, your feelings related to it, and how these both may affect your behaviors.



Event	Thoughts	Feelings	Behaviors
Negative			
Negative			
Positive			
Positive			

My Ouch Story

Everyone has a story to tell. When bad things happen, it makes it much harder to tell the story. When bad things happen to us, there is typically a lot of shame, guilt, and embarrassment. This activity provides guidance to achieve the goal of telling your story without the shame, guilt, and embarrassment. To get the story out, so that someone else can hear it and read it. Complete the sentences below with your story. Please use additional pages as needed.

I remember a time when _____

First, _____

Next I remember _____

Then, _____

Last, _____

I remember feeling _____

I would like to feel _____

I need _____ because _____

I feel safe when _____

These are the people in my life who support me _____

When I get upset, I can _____

_____ to feel safe again.

Safety Planning

1. What are your trauma reminders or triggers? (Please circle all that apply)

- | | | |
|----------------------------------|------------------------------|------------------------|
| Being touched | Being isolated | Specific person (Who) |
| Time of year (When) | People in uniform | Anniversaries (What) |
| Particular time of day
(When) | Yelling/fighting | People being too close |
| Not having input | Being forced to talk | Other: _____ |
| Bedroom door open or closed | Being around men/women | |
| | Seeing others out of control | |

2. Please describe your warning signs; for example, what your body feels when you are losing control, and what other people can see changing? (Please circle all that apply)

- | | | |
|----------------|-----------------|------------------------|
| Sweating | Isolating self | Being agitated |
| Red faced | Eating less | Clenching fists |
| Rocking | Racing heart | Bouncing legs Swearing |
| Crying | Loud voice | Nauseous |
| Sleeping less | Eating more | Short of breath |
| Breathing hard | Clenching teeth | Other: _____ |
| Wringing hands | Sleeping a lot | |
| Pacing | Can't sit still | |

3. What helps you feel or stay safe? (Please circle all that apply)

- | | | |
|--------------------|---------------------|------------------|
| Writing | Walking | Exercise/sports |
| TV/movie | Reading | Drawing/coloring |
| Listening to music | Video games | Taking a shower |
| Support from peers | Talking with adults | Other: _____ |

4. What helps you stay in control? _____

5. What helped you stay in control in the past? _____

6. What kind of space is most comfortable when you need it? _____

Memory Cloud Walk

Write down past challenges and how you solved them. Questions to think about: What happened? What did you do? Did anyone help you? Are there any similarities? What did you learn? Has anything changed over time? What does this say about you?

Memory #1:

Solution:

Support:

Memory #2:

Solution:

Support:

Memory #3:

Solution:

Support:

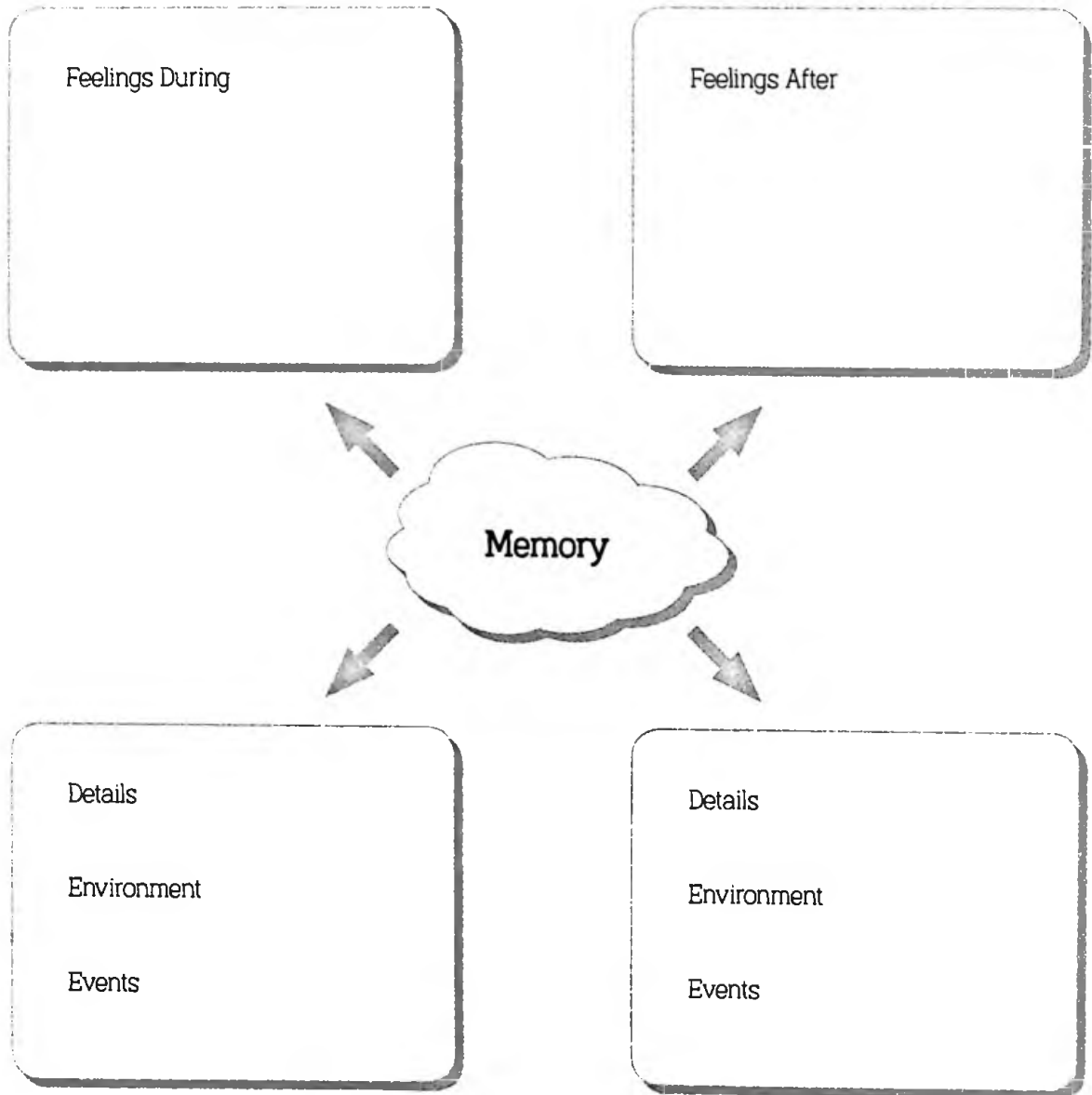
Memory #4:

Solution:

Support:

Memory Land

Memories can be hard but are useful in helping us understand and battle our fears. Sometimes we may tend to ignore things that are painful and other times it may be hard to stop thinking about them. Use the organizer below to recall details of memories so you can identify your feelings and move toward healing.



Creating a Schedule

Consistency and structure are very important for children and adolescents, especially when a trauma has occurred. Typically, when a trauma occurs, the person is left feeling out of control. Creating a schedule is a helpful way to increase structure and predictability. Work with your child to create a schedule for daily activities and discuss alternatives to handling changes in routine.

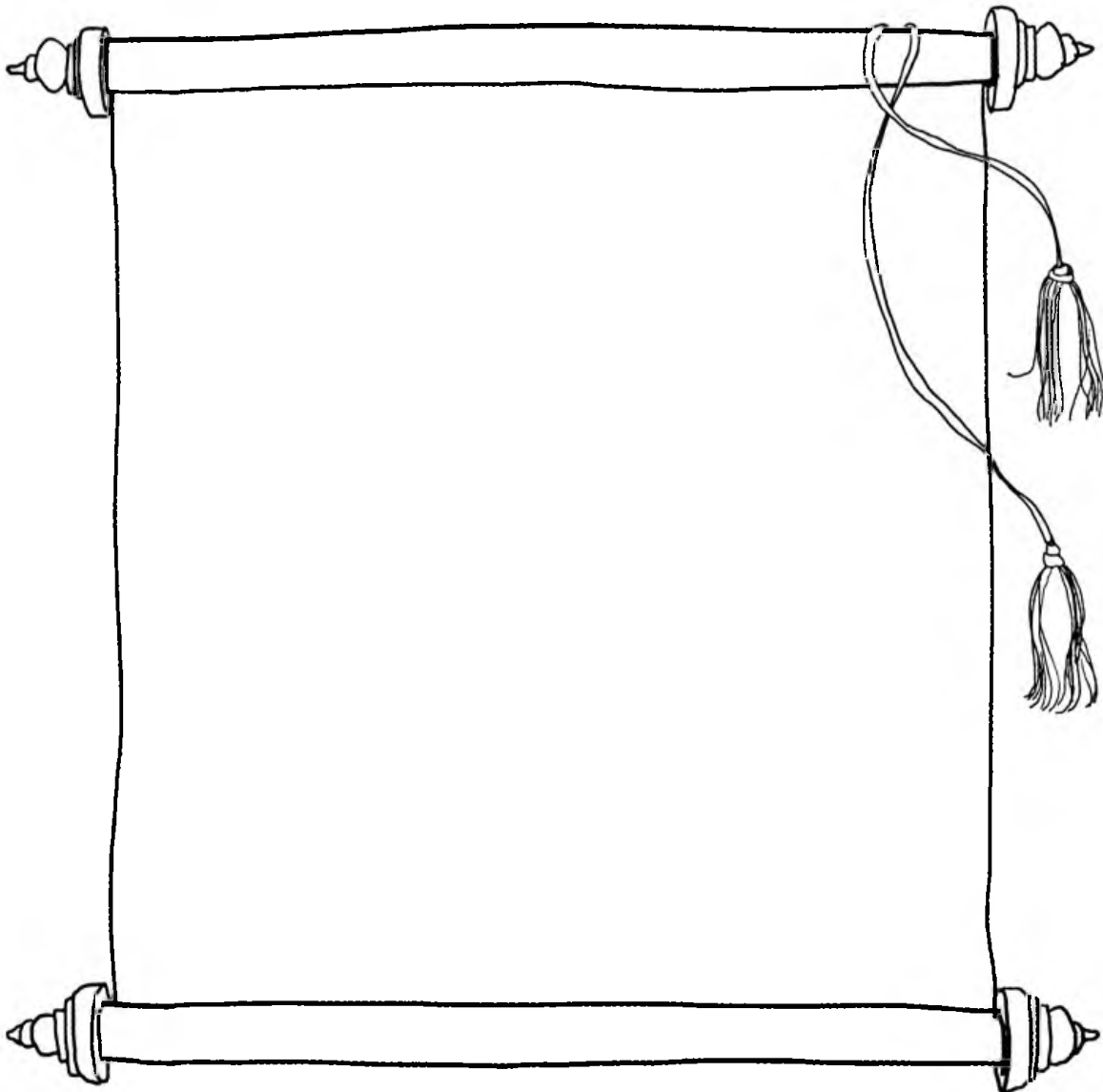
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6 AM- 8 AM							
8 AM- 10 AM							
10 AM- 12 PM							
12 PM- 2 PM							
2 PM- 4 PM							
4 PM- 6 PM							
6 PM- 8 PM							
8 PM- 10 PM							

In session
Exercise

Communication Rules

Make copies of the scroll below for both caregiver and child to complete.

Make a list of rules for the other person to keep in mind when communicating or settling disputes.
Think of behaviors or phrases that the other person can utilize to help you feel respected and validated.
Be specific. Share your list once completed.



Therapist Note: When discussing the list, point out similarities and differences among the rules. How realistic are the requests? If something is not realistic, help client revise to make it more appropriate.

This vs. That

Communication between family members, especially parent and child, can be difficult particularly when dealing with trauma. This vs. That is a guided activity designed to help facilitate communication between the caregiver and child. The caregiver and the child will have an opportunity to reflect on each other's strengths as well as problematic behaviors. The caregiver and child questionnaire on pages 10-13 can be completed by the individual or can be completed as an interview. When both are finished filling out the forms, discuss the similarities and differences in both surveys. Recognize the strengths of both and acknowledge behaviors that need to be changed.

This vs. That

Caregiver Perspective

1. What are some positives you can identify about your child?

2. Why are these positives or things that you like to see?

3. What are the negative behaviors you can identify?

4. Why are these negatives or things that you do not like to see?

5. What is the biggest change that you would like to see as it relates to your child?

6. What are some things that you think you can improve on as a caregiver?

7. What are some things that you think you do well as a caregiver?
