## TF-CBT Session Outline

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<tr>
<th>Session #</th>
<th>Parent Agenda</th>
<th>Child Agenda</th>
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<tbody>
<tr>
<td><strong>1A</strong></td>
<td>• Intake</td>
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<td>• Explain program and treatment model</td>
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<td><strong>1B</strong></td>
<td>• Assessment/measurements</td>
<td>• Build rapport</td>
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| **1C**    | • Present pre-treatment evaluation findings and cognitively frame symptoms as normal/common responses to stressful situations, but state that they can be problematic and decreased with treatment.  
• Review treatment plan and rationale (e.g., wound analogy, jack in the box)  
• **EMOTIONAL EXPRESSIONS SKILLS**  
  • HOMEWORK: Positive praise | • Build rapport by asking child general questions about non-abuse related events  
• Ask child open-ended questions related to abuse and why they are in therapy  
• Present evaluation findings and discuss PTSD  
• Explain treatment rationale (e.g., wound analogy  
• Begin **EMOTIONAL EXPRESSION SKILLS**- developing an emotional vocabulary  
• **HOMEWORK:** Emotion Faces |
| **2**     | • Review **HOMEWORK:** Praise  
• Encourage emotional expression and sharing of underlying thoughts as well. Introduce **COGNITIVE COPING TRIANGLE** and teach cognitive coping skills  
• Identify abuse-related feelings and underlying thoughts  
• Begin helping parent dispute dysfunctional thoughts, provide accurate information where appropriate  
• If the child is having severe behavior problems, focus time in the session on behavior management as well  
• **HOMEWORK:** Child Sexual Abuse Information Sheet Identifying your Problematic Thoughts and Thought log | • Continue with **EMOTIONAL EXPRESSION SKILLS**- identifying own emotions and how he/she expresses them  
• Identify abuse-related emotions  
• Provide psychoeducation on thought-feeling-action connection. Introduce **COGNITIVE COPING TRIANGLE.**  
• Begin coping skills training (relaxation, affect modulation, self-talk, grounding, etc.  
• **HOMEWORK:** Feelings worksheets |
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| 3         | • Review homework  
• Explain COPING SKILLS used with child  
• Explain rationale for gradual exposure (wound)  
• Begin gradual exposure with the parent  
• Introduce behavior management (if not before)  
• **HOMEWORK:** Differential attention handout | • Continue with COPING SKILLS. Make coping bag.  
• Provide psychoeducation on sexual abuse  
• **HOMEWORK:** Give homework sheet on sexual abuse information (this material has also been covered in the session during psychoeducation) |
| 3A        | • **JOINT SESSION** regarding feelings and/or coping | • **JOINT SESSION** regarding feelings and/or coping |
| 4         | • Review homework  
• Check in on cognitive coping  
• Explain PSYCHOEDUCATION ON SEXUAL ABUSE information used with child  
• Behavior Management: Review differential attention and go over giving effective instructions  
• **HOMEWORK:** Have parent(s) read either Winning the Whining War for younger children or Parents and Adolescents or Offroad Parenting for teens, or other books on Behavior | • Review homework  
• Continue PSYCHOEDUCATION ON SEXUAL ABUSE. Play game about sexual abuse, such as Survivor’s Journey or a quiz game on psychoeducation |
| 4A        | • **JOINT SESSION** regarding psychoeducation on sexual abuse | • **JOINT SESSION** regarding psychoeducation on sexual abuse |
| 5         | • Review homework  
• Begin sharing information child has shared during the GRADUAL EXPOSURE process  
• Work on communication skills  
• Behavior Management: Gaining Your Child’s Cooperation and Time Out and/or Work Chores | • Read book/workbook about sexual abuse to child  
• Discuss how to begin exposure work by telling or writing about their own sexual abuse  
• Develop gradual exposure hierarchy to use in subsequent sessions (remember pool analogy)  
• If time permits, begin with least anxiety provoking gradual exposure exercise and continue GRADUAL EXPOSURE  
• If needed, continue to develop coping skills around abuse |
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| 6         | • Review Homework  
           • Continue sharing information child has offered during GE process  
           • Begin getting parent comfortable talking with their child about sexual abuse and personal safety skills. Present rationale for discussing, explore parents’ feelings and use cognitive coping exercises as needed.  
           • **HOMEWORK:** Read handouts on Providing Age Appropriate Sex Education and Sexual Behavior in children, Read Where Did I Come From? | • Continue gradual exposure work  
           • Once GE is completed, begin challenging inaccurate and/or unhelpful cognitions  
           • Prepare for joint session by reviewing information about sexual abuse |
| 7         | • Review Homework  
           • Continue sharing information child has offered during GE process  
           • Behavior Management as needed | • Continue gradual exposure work  
           • Once GE is completed, begin challenging inaccurate and/or unhelpful cognitions  
           • Prepare for joint session by reviewing information about sexual abuse |
| 8         | • Review Homework  
           • Continue sharing information child has offered during GE process  
           • Behavior Management as needed | • Continue gradual exposure work  
           • Once GE is completed, begin challenging inaccurate and/or unhelpful cognitions  
           • Prepare for joint session by reviewing information about sexual abuse |
| 9         | • Provide feedback to parent on joint session  
           • Prepare parent for joint session with goal being to provide praise and open communication about child’s sexual abuse experience  
           • Address any behavior management issues | • Age-appropriate sex education: puberty, healthy, sexuality, sex vs. sexual abuse, virginity, relationships, trust, dating, birth control, STD’s  
           • Prepare for joint session |
| 9A        | • **JOINT SESSION** regarding gradual exposure narrative  
           • Share exposure product and share praise | • **JOINT SESSION** regarding gradual exposure narrative |

Jeannie Kerr, LCSW  
*From material in NC CTP Learning Collaborative  
2007, CCFH, NCCTS-Duke, CMEP-UNC*
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| 10        | - Provide feedback to parent on joint session and discuss upcoming termination  
- Address any behavior management issues  
- Discuss **PERSONAL SAFETY** work with child  
**HOMEWORK**: Read *Safe Zone* by Francine Russell and Donna Chaiaet  | - Continue age-appropriate sex education  
- Begin **PERSONAL SAFETY TRAINING**  
- Discuss termination issues |
| 11        | - Discuss termination issues  
- Discuss personal safety information and prepare for joint session around personal safety role plays  | - Personal Safety training  
- Prepare for joint session  
- Discuss termination |
| 11A       | **JOINT SESSION**: Personal safety role plays  | **JOINT SESSION**: Personal safety role plays |
| 12        | - Review of information learned and progress made  
- Review what parent will continue to do in the future to generalize the skills learned  
- Celebrate therapy “graduation”  | - Review skills, information and progress made  
- Celebrate therapy “graduation” |
| 12A       | **Complete final measurements**  | **Complete final measurements** |
| 12B       | - Review final measurements  
- Termination, referral or continue treatment focusing on other goals  | - Review final measurements  
- Termination, referral or continue treatment focusing on other goals |