Workbook
(Session Materials and Worksheets)
Confidentiality Contract

By writing my name below, I agree to keep everything that other kids say during the group private and expect that other kids in the group will do the same.

________________________________________  ____________
Name of Group Member                   Date

________________________________________  ____________
Name of Group Member                   Date

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Name of Group Member                   Date

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Name of Group Member                   Date

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Name of Group Member                   Date

________________________________________  ____________
Name of Group Member                   Date

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Goals

Our group is designed to help you bounce back from a stressful experience.

What do you want to get out of the group? (Check all that apply)

BY THE END OF THIS GROUP...

I want to feel LESS:

- Nervous
- Scared
- Angry
- Upset
- Sad

I want to feel MORE:

- Happy
- Excited
- Relaxed
- Calm

I also want to:

________________________________________________________________________

Parent/Trusted Adult’s Section

What would you like to see your child get out of the Bounce Back Program?
Session 1 Letter to Parents

Dear Parent or Caregiver,

I want to introduce myself to you – I will be your child’s Bounce Back group leader. I am looking forward to working with your child! As you may remember, we will be working on helping your child with the following things in the group:

• Feeling calmer and being able to relax
• Understanding the ways students can be affected by stressful events
• Coping with problems in daily life
• Feeling less upset and nervous when he/she thinks about what happened

Today in Group Session 1 we:

• Introduced the group and created respectful Group Rules
• Agreed to keep private what others share in the group
• Learned how the group can help us bounce back from a stressful event
• Agreed to complete the following practice this week:
  o Goals Worksheet (child and parent sections)

I invite you to share any concerns you have about your child with me, and to convey any questions you have. Please write anything you wish below or on the other side, and tell me the best place and time to reach you by telephone or to meet with you in person at the school. My phone number is: ________________________ and my email address is: _________________________. Be sure to include a good contact number and best time to reach you in your correspondence.

Sincerely,
Your Name __________________________________________

Check one:
☐ I don’t have any questions or concerns.
☐ Please call me to discuss ________________________________
________________________________________________________
________________________________________________________

Phone number(s): _____________ Best time to reach me: _______
Please schedule an in-person meeting. Best times for me are:
________________________________________________________
________________________________________________________
### FEELINGS FOR FEELINGS GRAB BAG

<table>
<thead>
<tr>
<th>Sad</th>
<th>Proud</th>
</tr>
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<tbody>
<tr>
<td>Happy</td>
<td>Disappointed</td>
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<tr>
<td>Mad</td>
<td>Confused</td>
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<tr>
<td>Scared</td>
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<td>Brave</td>
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<td>Calm</td>
<td>Stressed</td>
</tr>
<tr>
<td>Surprised</td>
<td>Confident</td>
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</tbody>
</table>
Common Reactions to Stress or Trauma
Parent Handout

There are many different ways that young people react to stressful life events. Below we’ve listed several kinds of reactions, all of which are very common. We’ve asked your child to show this list to you and to talk with you about which ones he or she has had problems with recently. You might also notice that this list describes some of the ways that you have reacted to stressful events in your own life. Feel free to call us if you have any questions about these problems or the way in which the group will address them.

**Having nightmares or trouble sleeping.** When something really scary or upsetting happens, it takes awhile to figure out exactly what happened and what it means. After stress or trauma, people tend to keep thinking about what happened in order to “digest” it, just like your stomach has to work to digest a big meal. Nightmares are one way of digesting what happened.

**Thinking about it all the time.** This is another way to digest what happened. Sometimes children will reenact what happened as they are playing or in their interactions with other people. Just like nightmares, thinking about the stressful event or trauma all the time is a problem because it makes you feel upset. It can be unpleasant.

**Wanting to NOT think or talk about it.** This is natural, since it is upsetting to think about a past stress or trauma, and it can make you feel all sorts of emotions. Avoiding it makes things easier, but only for a little while. It’s important to digest what happened sooner or later. So, while avoiding it sometimes makes sense, you have to set aside some time to digest it also.

**Avoiding places, people, or things that make you think about it.** Just like not wanting to talk about or think about the stressful event, avoiding situations that remind you of what happened can help you feel better right then. The problem with this, though, is that it keeps you from doing normal things that are an important part of your life.

**Feeling scared for no reason.** Sometimes this happens because you remember what happened to you, or you are thinking about what happened. Other times it happens because your body is so tense all the time that you just start feeling scared.

**Feeling “crazy” or out of control.** If all of these things are problems for you, you can start to feel really out of control or even crazy. Don’t worry, though; these problems don’t mean that you are going crazy. They are all common reactions to stress or trauma.

**Not being able to remember parts of what happened.** This happens to a lot of people. The stressful event can be so awful that your memory doesn’t work the way that it usually does.
Sometimes it gets easier to remember it later on, and sometimes it gets harder. This can be frustrating, but it’s really normal.

**Having trouble concentrating at school or at home.** With all the nervousness you are feeling and all the time you are spending thinking about what happened, it can be hard to concentrate on school work or even what your friends and family say to you.

**Being on guard to protect yourself; feeling like something bad is about to happen.** After something bad happens to you, it makes sense to be prepared for another bad thing to happen. The problem with this is that you can spend so much time waiting for the next bad thing to happen that you don’t have time or energy for other things in your life. Also, it is scary to think that something bad is going to happen all the time.

**Jumping when there is a loud noise.** This is another way to say that your body is prepared for action; in case something else happens. It can get very tiring to always be prepared for something bad to happen.

**Feeling anger.** Sometimes people feel angry about the stress or trauma that happened, or the things that happened afterward. Other times, people just feel angry all the time, at everything and everybody.

**Feeling shame.** Sometimes people are ashamed about what happened to them, or how they acted. Even though it’s hard to believe, this gets better the more that you talk about what happened. If you keep it a secret, it’s hard for the shame to go away.

**Feeling guilt.** People can feel guilty about what happened or about something they did or did not do. Sometimes you blame yourself for things that you couldn’t control. You may also feel guilty for upsetting other people. Guilty feelings can make it hard to talk about what happened.

**Feeling sadness/grief/loss.** Sometimes stressful events include losing someone close to you or losing something that is important to you. This makes you feel sad and down.

**Feeling bad about yourself.** Sometimes, all this stress can make you feel really bad about yourself, like you’re a bad person or that no one likes you. This makes it harder to be friendly and to have fun with others.

**Having physical health problems and complaints.** Stress has an effect on your body as well. People tend to get sick more often and to notice pain and discomfort more often when they have been under stress.
Practice Sheet Session 2:

My Common Reactions to share with my trusted adult(s):
__ Having nightmares or trouble sleeping.
__ Thinking about it all the time.
__ NOT wanting to talk about it.
__ Avoiding places, people, or things that make you think about it.
__ Feeling scared for no reason.
__ Feeling “crazy” or out of control.
__ Not being able to remember parts of what happened.
__ Having trouble concentrating at school or at home.
__ Being on guard to protect yourself; feeling like something bad is about to happen.
__ Jumping when there is a loud noise.
__ Feeling mad.
__ Feeling shame.
__ Feeling guilt.
__ Feeling sad and down.
__ Feeling bad about yourself.
__ Feeling sick a lot.

Things that make me feel happy:
1) ____________________________________________
2) ____________________________________________
3) ____________________________________________
4) ____________________________________________
5) ____________________________________________
6) ____________________________________________

2 Things I will do this week that make me feel happy
1) ____________________________________________
2) ____________________________________________

When I did this and I how I felt:
__________________________________________
__________________________________________
__________________________________________
Dear Parent or Caregiver,

I am really enjoying the opportunity to work with your child and get to know him/her. It would be great if you have a chance to help provide opportunities for your family to have fun together this week, take a walk together, play a short game after dinner, cook together, or do whatever your family finds enjoyable.

Today in Group Session 2 we:

- Talked about the relationship between Thoughts, Feelings, and Behaviors and how they all affect each other.
- Learned names for different feelings, how to guess what others may be feeling, and made a list of feelings that most of us have.
- Learned about common reactions to stress or trauma
- Made a list of things that make each of us feel happy or feel better.
- Agreed to complete the following practice this week:
  - Share with you something from what they learned today
  - Do 2 activities that make them feel good or happy.

Please review the attached “Common Reactions to Stress or Trauma” sheet and assist your child in completing his weekly practice sheet before our next meeting.

As always, please feel free to share any concerns or questions you may have about your child with me. My phone number is: ________________________ and my email address is: ________________________. Be sure to include a good contact number and best time to reach you in your correspondence.

Sincerely,
Your Name __________________________________________

Check one:
☐ I don’t have any questions or concerns.
☐ Please call me to discuss _______________________________________

_____________________________________________________________________
_____________________________________________________________________

Phone number(s): _______________ Best time to reach me: ________
Please schedule an in-person meeting. Best times for me
are:_____________________________________________________________________
_____________________________________________________________________

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Body Feeling Worksheet
Session 3 Practice Sheet

Share your body feelings worksheet with a parent or trusted adult. Have them write something down here about what you shared if they would like to.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write down at least 2 times that you practiced your relaxation this week. You can do belly breathing and muscle relaxation or belly breathing and body scan. Teach your parents to do the relaxation exercise with you or read the script for you.

<table>
<thead>
<tr>
<th>What I did</th>
<th>What day and where</th>
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<tbody>
<tr>
<td>Time 1:</td>
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<td>Time 2:</td>
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<td>Time 3:</td>
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2 Things I will do this week that make me feel happy
1)
2)

When I did this and I how felt:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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Session 3 Letter to Parents

Dear Parent or Guardian,

We had another great group session this week. The group is really starting to work well together. Please provide praise for your child this week when you notice him or her working to calm down when upset, nervous, or angry.

Today in Group Session 3 we:

- **Learned about Body Feelings that we notice in our body when we are feeling nervous or upset.**
- **Learned and practiced 3 ways to make our bodies feel calmer:**
  - Belly Breathing
  - Relaxing our Muscles
  - Body Scan
- **Agreed to complete the following practice this week:**
  - Share the Body Feeling worksheet with you
  - Practice relaxation exercises at least 2 times this week.
  - Continue to schedule fun/happy activities

Please note the attached “Muscle Relaxation Script.” It may be helpful for you to read this to your child as they practice.

Also, ask your child to teach you to do belly breathing and body scan as part of their practice if you have the time.

As always, please feel free to share any concerns or questions you may have about your child with me. My phone number is: and my email address is: . Be sure to include a good contact number and best time to reach you in your correspondence.

Sincerely,
Your Name __________________________________________

Check one:

☐ I don’t have any questions or concerns.
☐ Please call me to discuss _________________________

________________________________________________________________________

Phone number(s): _______________ Best time to reach me: ________

Please schedule an in-person meeting. Best times for me are:

________________________________________________________________________
MUSCLE RELAXATION SCRIPT\(^1\)

**Hands and Arms**

Pretend you have a whole lemon in each of your hands. Now squeeze them hard. Try to squeeze all the juice out. Feel the tightness in your hands and arms as you squeeze. Now drop the lemons and your arms. Notice how your muscles feel when they are relaxed. Take another lemon in each hand and squeeze them. Try to squeeze this one harder than you did the first one. That’s right. Real hard. Now drop your lemons and relax. See how much better your hand and arm feel when they are relaxed. Once again, take a lemon in each of your hands and squeeze all the juice out. Don’t leave a single drop. Squeeze hard. Good. Now relax and let the lemon fall from your hand.

**Arms and Shoulders**

Next, pretend you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay, kitten, stretch again. Stretch your arms out in front of you. Raise them over your head. Pull them back, way back. Pull hard. Now let them drop quickly. Good. Notice how your shoulders feel more relaxed. This time let’s have a great big stretch. Try to touch the ceiling. Stretch your arms way out in front of you. Raise them way up high over your head. Push them way, way back. Notice the tension and pull in your arms and shoulders. Hold tight now. Great. Let them drop very quickly and feel how good it is to be relaxed. It feels good and warm and lazy.

**Shoulders and Neck**

Now pretend you are a turtle. You’re sitting out on a rock by a nice, peaceful pond, just relaxing in the warm sun. It feels nice and warm and safe here. Oh-oh! You sense danger. Pull your head into your house. Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold in tight. It isn’t easy to be a turtle in a shell. The danger is past now. You can come out into the warm sunshine and, once again, you can relax and feel the warm sunshine. Watch out now! More danger. Hurry, pull your head back into your house and hold it tight. You have to be closed in tight to protect yourself. Okay, you can relax now. Bring your head out and let your shoulders relax. Notice how much better it feels to be relaxed than to be all tight. Once more time, now. Danger! Pull your head in. Push your shoulders way up to your ears and hold tight. Don’t let even a tiny piece of your head show outside your shell. Hold it. Feel the tenseness in your neck and shoulders. Okay. You can come out now. It’s safe again. Relax and feel comfortable in your safety. There’s no more danger. Nothing to worry about. Nothing to be afraid of. You feel good.

**Jaw**

You have a giant jawbreaker bubble gum in your mouth. It’s very hard to chew. Bite down on it. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice how good it feels just to let your jaw drop. Okay, let’s tackle that jawbreaker again now. Bite down. Hard! Try to squeeze it out between your teeth. That’s good. You’re really tearing that gum up. Now relax again. Just let your jaw drop off your face. It feels so good just to let go and not have to fight that bubble gum. Okay, one more time. We’re really going to tear it up this time. Bite down. Hard as you can. Harder. Oh, you’re really working hard. Good. Now relax. Try to relax your whole body. You’ve beaten the bubble gum. Let yourself go as loose as you can.

Face and Nose

Here comes a pesky old fly. He has landed on your nose. Try to get him off without using your hands. That’s right, wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch your nose up real hard. Good. You’ve chased him away. Now you can relax your nose. Oops, here he comes back again. Shoo him off. Wrinkle it up hard. Hold it just as tight as you can. Okay, he flew away. You can relax your face. Notice that when you scrunch up your nose that your cheeks and your mouth and your forehead and your eyes all help you, and they get tight too. So when you relax your nose, your whole face relaxes too, and that feels good. Oh-oh! This time that old fly has come back, but this time he’s on your forehead. Make lots of wrinkles. Try to catch him between all those wrinkles. Hold it tight now. Okay, you can let go. He’s gone for good. Now you can just relax. Let your face go smooth, no wrinkles anywhere. Your face feels nice and smooth and relaxed.

Stomach

Hey! Here comes a cute baby elephant. But he’s not watching where he’s going. He doesn’t see you lying there in the grass, and he’s about to step on your stomach. Don’t move. You don’t have time to get out of the way. Just get ready for him. Make your stomach very hard. Tighten up your stomach muscles real tight. Hold it. It looks like he is going the other way. You can relax now. Let your stomach go soft. Let it be as relaxed as you can. That feels so much better. Oops, he’s coming this way again. Get ready. Tighten up your stomach. Real hard. If he steps on you when your stomach is hard, it won’t hurt. Make your stomach into a rock. Okay, he’s moving away again. You can relax now. Kind of settle down, get comfortable, and relax. Notice the difference between a tight stomach and a relaxed one. That’s how we want it to feel: nice and loose and relaxed. You won’t believe this, but this time he’s really coming your way and no turning around. He’s headed straight for you. Tighten up. Tighten hard. Here he comes. This is really it. You’ve got to hold on tight. He’s stepping on you. He’s stepped over you. Now he’s gone for good. You can relax completely. You’re safe. Everything is okay, and you can feel nice and relaxed.

This time imagine that you want to squeeze through a narrow fence and the boards have splinters on them. You’ll have to make yourself very skinny if you’re going to make it
through. Suck your stomach in. Try to squeeze it up against your backbone. Try to be as skinny as you can. You’ve got to get through. Now relax. You don’t have to be skinny now. Just relax and feel your stomach being warm and loose. Okay, let’s try to get through that fence now. Squeeze up your stomach. Make it touch your backbone. Get it real small and tight. Get as skinny as you can. Hold tight now. You’ve got to squeeze through. You got through that skinny little fence and no splinters. You can relax now. Settle back and let your stomach come back out where it belongs. You can feel really good now. You’ve done fine.

Legs and Feet

Now pretend you are standing barefoot in a big, fat mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. You’ll probably need your legs to help you push. Push down, spread your toes apart, and feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice that is. It feels good to be relaxed. Back into the mud puddle. Squish your toes down. Let your leg muscles help you push your feet down. Push your feet. Hard. Try to squeeze that mud puddle dry. Okay. Come back out now. Relax your feet, relax your legs, relax your toes. It feels so good to be relaxed. No tenseness anywhere. You feel kind of warm and tingly.
Cartoon #2

Recess!
Cave People Cartoon
I am not very good at math. The whole class is going to laugh at me if I mess up.
Cartoon #3b Child needing to go to the nurse

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Cartoon #3c

We practiced this yesterday.
I can do my best now.
It will be ok.

\( \sqrt{9165} \)
Cartoon #3d

Great Job!
Courage Cards
Cartoon #5—
Cartoon #6—getting called on in class
1) Share what you learned today about thought bubbles and courage thoughts with a parent or trusted adult. Ask them to help you fill out the double bubbles below during the week.

2) Write down 2 situations this week where you feel a bit nervous or unsure or even angry and use your double bubble to see if there is a more helpful way to think about it that can make you feel better. So write down your first thought (that may not be very helpful) on the left and then a courage thought or more helpful thought on the right. You can draw the thought instead of write it if you would like.

Situation 1: ____________________________________________
Situation 2:

________________________________________________________________________
________________________________________________________________________

3) Write down at least 2 times that you practiced your relaxation this week. You can do belly breathing or muscle relaxation. Teach your parents to do the relaxation exercise with you or read the script for you.

<table>
<thead>
<tr>
<th>Time</th>
<th>What I did</th>
<th>What day and where</th>
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<tbody>
<tr>
<td>Time 1</td>
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<td>Time 2</td>
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<td>Time 3</td>
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Session 4 Letter to Parents

Dear Parent or Guardian,

The children did a really nice job in group this week. They are all really working hard. Today in Group Session 4 we:

- **Learned about our thoughts and what is in our thought bubbles**
- **Discussed how some thoughts are unhelpful and can lead to problematic feelings and actions while others are more helpful and make us feel better and act bravely or with more courage.**
- **Created “Courage Cards” to carry with us to remind us to use our brave thoughts to try our best and feel better.**
- **Agreed to complete the following practice this week:**
  - Share the Courage Card with you
  - Keep a journal of 2 situations and the first thoughts and helpful thoughts your child has for each one.
  - Practice relaxation exercises at least 2 times this week.

Please encourage your child to use their brave or helpful thoughts when they are in a situation that may be anxiety provoking or a bit hard for them to do. For example, if your child is hesitant to give a book report in front of the class, encourage them to come up with some courage thoughts or brave thoughts that will help them feel better and do their best, like “I can do this.” “I may feel nervous at first, but it will get easier. I have practiced at home.” “Nothing bad will happen if I just try my best”. If your child seems upset or to be having a hard time, you may want to ask them “what is in your thought bubble?” to get a sense for what they are thinking about and how that may be impacting their feelings and mood at the time. If your child has difficulty writing, please help them fill out their thought bubbles journal as appropriate.

PLEASE SEE NEXT PAGE
As always, please feel free to share any concerns or questions you may have about your child with me. My phone number is: ___________________ and my email address is: ___________________. Be sure to include a good contact number and best time to reach you in your correspondence.

Sincerely,

********************************************************************************************************* 

Check one:
☐ I don’t have any questions or concerns.
☐ Please call me to discuss ________________________________________________________________

_______________________________________________________________________________________

Phone number(s): _______________ Best time to reach me: _______

Please schedule an in-person meeting. Best times for me are:

_______________________________________________________________________________________

Parent Name _________________________________________________
1) Share the “I Can Do It” Ladder you started today with a parent or trusted adult. Tell them about the step you would like to practice several times this week and make a plan for when you should be able to fit the practice in. Be sure to check their schedules to be sure they can help you with it if needed AND be sure to plan it so you can practice until you feel more comfortable and your feeling thermometer rating goes down each time.

2) Fill in the following “I Can Do It” Ladder Practice Journal when you practice at least 3-5 times this week.

**This week I am going to practice:**
Draw it here!

<table>
<thead>
<tr>
<th>Day</th>
<th>What you did</th>
<th>FT Rating</th>
<th>Courage thought or helpful tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
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Session 5 Letter to Parents

Dear Parent or Guardian,

Today we completed the halfway point in our groups. The children are continuing to work well together and support each other as they learn new coping strategies. Please encourage your child’s practice this week by being supportive emotionally and helping them organize time for their practice.

Today in Group Session 5 we:

- Learned about how avoiding things that are hard for us may feel good in the short term, but can also cause us to miss out on things we want to be able to do.
- Talked about how taking small gradual steps toward doing something can make it easier.
- Created an “I Can Do It” Ladder and listed something hard for us to do at the top rung of the ladder and a very small step toward that thing on the very bottom rung of the ladder. We will continue to fill in the other ladder rungs over the next few weeks.
- Agreed to complete the following practice this week:
  - Share the “I Can Do It” Ladder with you
  - Complete the practice written on the lowest rung on the ladder 3-5 times this week and write it in the “I Can Do It” Ladder Practice Journal along with any helpful thoughts or other techniques used to make the practice manageable (i.e., relaxing my body, having a parent with me).

PLEASE SEE NEXT PAGE
Please try to plan 3-5 times during the week that you can support your child’s “I Can Do It” practice either by providing transportation, support, or other logistics, and reminding them to use their relaxation and power thought skills as they practice. It is important that your child practice until it become easier for them within each practice session. So they need to stick it out until they start to feel more comfortable. You can check in to see how they are doing by asking them for the Feeling Thermometer Rating (on a scale from 0-10 where 10 is feeling the most upset and 0-1 is feeling just fine). Sometimes children choose to practice something that turns out to be much harder than they thought. If you feel they have given it a solid try and it is just too much for them, please let them know that this sometimes happens and is still a success because we learned that this practice should go on a higher rung and I will work with them in our next meeting to come up with a smaller and easier step to start with. As always, please feel free to share any concerns or questions you may have about your child with me.

My phone number is: _______________ and my email address is: _______________.

Be sure to include a good contact number and best time to reach you in your correspondence.

Sincerely,

*****************************************************************************

Check one:
☐ I don’t have any questions or concerns.
☐ Please call me to discuss ____________________________________________

__________________________________________________________

__________________________________________________________

Phone number(s): _____________ Best time to reach me: _________

Please schedule an in-person meeting. Best times for me are: ____________________________________________

__________________________________________________________

Parent Name ________________________________________________
Treasure Hunt Review Activity

Students will start off at the door of the room where their Clue #1 awaits them. Clues can be placed in envelopes or simply turned upside down at the various stations. Stations should not be positioned in order, that way, students have to move around the room between each station.

If students are split into 2 groups, have the second group start at the table or on the rug with Clue #4. They will move from clues #4-6 and then include Alternate Clue #7 that will lead them back to the door for Alternate Clue #1, Clue #2, and then, Alternate Clue #3 that will end with directions to Clue #8 - the treasure prize spot. You could also have the treasure prizes hidden in two different spots so that it is a surprise to each group if their timing is different.

Place Clue #1 or Alternate Clue #1 at the The Front Door of the Room.
Place Clue #2 near the Feelings Poster you have on the Wall.
Place Clue #3 or Alternate Clue #3 near a Body Feelings Poster posted somewhere in the room.
Place Clue #4 where you usually meet as a group at the Table or on the Rug.
Place Clue #5 near an Image of a Courage Card on Wall, Desk or Cabinet.
Place Clue #6 near an image of an “I Can Do it” Ladder.
Place Clue #7 or Alternate Clue #7 next to the “A Terrible Thing Happened To Me” Book

Hide prizes for each student out of sight and be sure to fill in the blank on Clue #7 and/or Alternate Clue #3 with final instructions to reach prize location.

Clue #1 “To get this treasure hunt started, find the thing on the wall that gives us words and pictures for how we feel. Once you get there, you must complete a task in order to receive your next clue.”

Alternate Clue #1 “You are getting closer to your prizes. Next, find the thing on the wall that gives us words and pictures for how we feel. Once you get there, you must complete another task in order to receive your next clue.”

Clue #2 “Each person must point to how they feel right now. Once completed successfully, look for your next clue by a ‘body.’”

Clue #3 “Each of you share 1 thing that happens in your body when you are feeling nervous, worried, or upset and point to it on the body poster. Once you are finished, look for your next clue in the spot we usually sit for group.”

Alternate Clue #3 “Each of you share 1 thing that happens in your body when you are feeling nervous, worried, or upset and point to it on the body poster. Once you are finished, you are headed for Bounce Back treasure in
Clue #4 “Work together to take one belly breath and do the “turtle” relaxation exercise. Once completed, go to the picture of the brave lion.”

Clue #5 “Work together to come up with at least 1 courage or helpful thought for the kids in the cartoon situations next to the courage card. When you finish, go to the thing that helps you take small steps to get back to doing something that was hard for you.”

Clue #6 “Each person should share how they are doing with their I Can Do It Ladder and any ways that it is getting easier to do things. You can also share about why it is important to practice these things and not avoid them. Once completed, your next clue can be found near a book about a raccoon named Sherman.”

Clue #7 “Remember that Sherman had something stressful happen to him. Work as a group to say why it may be helpful for Sherman to talk and write or draw about his story of what happened to him with his counselor. Once you successfully complete this, you are headed for Bounce Back treasure in the________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
[insert final clue of where you have hidden the small treasure chest prizes OUT OF SIGHT in your room]

Alternate Clue #7 “Remember that Sherman had something stressful happen to him. Work as a group to say why it may be helpful for Sherman to talk and write or draw about his story of what happened to him with his counselor. Once you successfully complete this, find your next clue at the front door of this room.”
Session 6 Practice Sheet

1) Tell your parent or trusted adult about the “I Can Do It” Ladder step you would like to practice several times this week and make a plan for when you should be able to fit the practice in. Be sure to check their schedules to be sure they can help you with it if needed AND be sure to plan it so you can practice until you feel more comfortable and your feeling thermometer rating goes down each time.

2) Try to think of 2 positive things that can happen during your practice or as you get better at doing this I Can Do It step. Try to think of these things during your practice instead of any worry you may have about something bad that might happen while you do it.

   1._________________________________________________________________
   2._________________________________________________________________

3) Fill in the following “I Can Do It” Ladder Practice Journal when you practice at least 3-5 times this week.

   This week I am going to practice:
   Draw it here!

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

   Day       What you did       FT Rating       Courage thought or helpful tool

   1)_________________________________________________________________
   2)_________________________________________________________________
   3)_________________________________________________________________
Session 6 Letter to Parents

Dear Parent or Guardian,

Today we had a very productive group meeting. It is evident that the children are really starting to use some of their new tools to improve their thoughts, feelings, and behaviors. Please praise your child when you notice them improving and or using their coping skills in any small way.

Today in Group Session 6 we:

- Reviewed the CBT Triangle
• Agreed to complete the following practice this week:
  ▶ Practice the next step up on the “I Can Do It” ladder 3-5 times this week and write it in the “I Can Do It” Ladder Practice Journal along with any helpful thoughts or other techniques used to make the practice manageable (i.e., relaxing my body, having a parent with me).
  ▶ Identify 2 positive things that can happen during the practice or as an outcome of getting better at doing it and thinking of these things during the practice instead of any worry about something bad that might happen during the practice.

Please try to plan 3-5 times during the week that you can support your child’s “I Can Do It” practice either by providing transportation, support, or other logistics, and reminding them to use their relaxation skills, brave thoughts, and thoughts of positive things that might happen as they practice. It is important that your child practice until it become easier for them within each practice session. So they need to stick it out until they start to feel more comfortable. You can check in to see how they are doing by asking them for the Feeling Thermometer Rating (on a scale from 0-10 where 10 is feeling the most upset and 0-1 is feeling just fine). Sometimes children choose to practice something that turns out to be much harder than they thought. If you feel they have given it a solid try and it is just too much for them, please let them know that this sometimes happens and is still a success because we learned that this practice should go on a higher rung and I will work with them in our next meeting to come up with a smaller and easier step to start with.

As always, please feel free to share any concerns or questions you may have about your child with me. My phone number is: __________________ and my email address is: ________________. Be sure to include a good contact number and best time to reach you in your correspondence.

Sincerely,
What To Do When My Feeling Thermometer Is Rising

1) Use Words to say what you are Feeling or are upset about
   a. I need some space
   b. I feel mad/sad when you__________

2) Use Helpful or Courage thoughts

3) Relax your body

4) Ask an adult for help

5) Ask a friend for help

6) Walk away

7) Ignore

8) Do something that makes you feel better like play with your friends or read a book

9) ________________________________________________________________

10) ________________________________________________________________

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1) Tell your parent or trusted adult about the “I Can Do It” Ladder step you would like to practice several times this week and make a plan for when you should be able to fit the practice in. Be sure to check their schedules to be sure they can help you with it if needed AND be sure to plan it so you can practice until you feel more comfortable and your feeling thermometer rating goes down each time.

2) Fill in the following “I Can Do It” Ladder Practice Journal when you practice at least 3-5 times this week.

   This week I am going to practice:
   Draw it here!

<table>
<thead>
<tr>
<th>Day</th>
<th>What you did</th>
<th>FT Rating</th>
<th>Courage thought or helpful tool</th>
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</table>

3) Practice your “What to do when my Feeling Thermometer is Rising” Skills this week and log them below:

   What was the problem?        What did you try?        How did it work?
   1.                             1.                             1.
   2.                             2.                             2.
Session 7 Letter to Parents

Dear Parent or Guardian,

It was great to see your child working hard in group today. We focused on actions and finding support and I hope you enjoy discussing the content with your child. As a parent you are in a key position to provide love and support to your child as they bounce back from adversity. Thank you for doing all you do for your child!

Today in Group Session 7 we:

• Discussed the importance of having people in our lives we can rely on and seek out for support. Your child identified different people they can go to at home, at school, and elsewhere when they need help or support.
• Reviewed options for what we can do to solve a problem when our feeling thermometers are rising.
• Practiced choosing the best action in different problematic situations.
• Agreed to complete the following practice this week:
  - Practice the next step up on the “I Can Do It” ladder 3-5 times this week and write it in the “I Can Do It” Ladder
  - Write down any problems or times that your child’s feeling thermometer rises over next week, what action they took to try to solve the problem, and how it worked.

PLEASE SEE NEXT PAGE
Please try to plan 3-5 times during the week that you can support your child’s “I Can Do It” practice either by providing transportation, support, or other logistics, and reminding them to use their relaxation skills, brave thoughts, and thoughts of positive things that might happen as they practice. It is important that your child practice until it become easier for them within each practice session. So they need to stick it out until they start to feel more comfortable. You can check in to see how they are doing by asking them for the Feeling Thermometer Rating (on a scale from 0-10 where 10 is feeling the most upset and 0-1 is feeling just fine). Sometimes children choose to practice something that turns out to be much harder than they thought. If you feel they have given it a solid try and it is just too much for them, please let them know that this sometimes happens and is still a success because we learned that this practice should go on a higher rung and I will work with them in our next meeting to come up with a smaller and easier step to start with. As always, please feel free to share any concerns or questions you may have about your child with me. My phone number is: __________________and my email address is: __________________.

Be sure to include a good contact number and best time to reach you in your correspondence.

Sincerely,

*****************************************************************************

Check one:

☐ I don’t have any questions or concerns.
☐ Please call me to discuss _____________________________________________

______________________________________________________________

Phone number(s): ____________  Best time to reach me: _______
Please schedule an in-person meeting. Best times for me are:______________________________

______________________________________________________________

Parent Name ________________________________
What To Do When My Feeling Thermometer Is Rising

1) Use Words to say what you are feeling or are upset about
   a. I need some space
   b. I feel mad/sad when you_________

2) Use Helpful or Courage thoughts

3) Relax your body

4) Ask an adult for help

5) Ask a friend for help

6) Walk away

7) Ignore

8) Do something that makes you feel better like play with your friends or read a book

9) ____________________________________________________________________________

10) ____________________________________________________________________________
### Session 8

#### Role Play Cards

<table>
<thead>
<tr>
<th>Situation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somebody just bumped into you in the hallway</td>
<td>Your classmate is trying to copy your homework or test</td>
</tr>
<tr>
<td>Your friends just told you that a classmate said something bad about you during recess</td>
<td>You just got your test back with a bad grade</td>
</tr>
<tr>
<td>You are feeling sad or worried about something that happened at home last night</td>
<td>Your teacher tells you that you will be reading or performing in front of the school at an assembly</td>
</tr>
<tr>
<td>You can’t stop thinking about the stressful event you have been through</td>
<td>You find out that you weren’t invited to your friend’s birthday party</td>
</tr>
<tr>
<td>Someone threatens to beat you up after school.</td>
<td>You have a headache or stomachache</td>
</tr>
</tbody>
</table>
Session 8 Practice Sheet

1) Tell your parent or trusted adult about the “I Can Do It” Ladder step you would like to practice several times this week and make a plan for when you should be able to fit the practice in. Be sure to check their schedules to be sure they can help you with it if needed AND be sure to plan it so you can practice until you feel more comfortable and your feeling thermometer rating goes down each time.

2) Fill in the following “I Can Do It” Ladder Practice Journal when you practice at least 3-5 times this week.

This week I am going to practice

<table>
<thead>
<tr>
<th>Day</th>
<th>What you did</th>
<th>FT Rating</th>
<th>Courage thought or helpful tool</th>
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<tbody>
<tr>
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</tbody>
</table>

SEE NEXT PAGE
3) Practice your Problem-Solving this week and log how things go below:

**Problem I had:** __________________________________________________________

**STEP 1:**

**ACTION CHOICES I got from the “What To Do When My Feeling Thermometer is Rising” List or added myself**
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

**I TRIED THIS ACTION:**

__________________________

__________________________

It worked
Session 8 Letter to Parents

Dear Parent or Guardian,

It was great to see your child working hard in group today. We continued our discussion of “What to do When My Feeling Thermometer is Rising”. It would be great to remind your child to practice this skill when they encounter everyday problems or issues at home or school. Also, please praise them when you notice them thinking through options before acting and/or handling things well at home or at school.

Today in Group Session 8 we:

- Role played dealing with daily life problems using the “What to Do When My Feeling Thermometer is Rising” sheet and some brainstorming.
- Agreed to complete the following practice this week:
  - Practice the next step up on the “I Can Do It” ladder 3-5 times this week and write it in the “I Can Do It” Ladder Practice Journal.
- Use the What To Do When My Feeling Thermometer is Rising sheet and write down actions tried for any problems or times that your child’s feeling thermometer rises over next week, what their possible options (action choices) were for addressing the situation, what they chose to do, and how it worked.

PLEASE SEE NEXT PAGE
Please try to plan 3-5 times during the week that you can support your child’s “I Can Do It” practice either by providing transportation, support, or other logistics, and reminding them to use their relaxation skills, brave thoughts, and thoughts of positive things that might happen as they practice. It is important that your child practice until it become easier for them within each practice session. So they need to stick it out until they start to feel more comfortable. You can check in to see how they are doing by asking them for the Feeling Thermometer Rating (on a scale from 0-10 where 10 is feeling the most upset and 0-1 is feeling just fine). Sometimes children choose to practice something that turns out to be much harder than they thought. If you feel they have given it a solid try and it is just too much for them, please let them know that this sometimes happens and is still a success because we learned that this practice should go on a higher rung and I will work with them in our next meeting to come up with a smaller and easier step to start with. As always, please feel free to share any concerns or questions you may have about your child with me. My phone number is: ____________ and my email address is: ______________. Be sure to include a good contact number and best time to reach you in your correspondence.

Sincerely,

*********************************************************************************************************************************************************************************************************

Check one:
† I don’t have any questions or concerns.
† Please call me to discuss ________________________________
   ________________________________
   ________________________________

Phone number(s): _______________ Best time to reach me: ________
Please schedule an in-person meeting. Best times for me are:____________________________________________________________
   ________________________________
Parent Name ____________________

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Putting it All Together: Tools you can Use

How am I feeling? Name My Feelings

Relaxation: Belly Breathing, Relax my muscles, Body Scan

Think of a Happy and Calm Place

Do something that makes me Feel Better and Happy

Use Brave Thoughts and Courage Cards

Focus on the Good Things that might happen

I Can Do It Ladder

Talk about my feelings and what happened

Who is on Your Team? Who are you connected to?

What to do when my Feeling Thermometer is rising
Session 9 Review Trivia Game Examples

1. Name the 3 points on the Bounce Back triangle

2. Name one thing you can do to calm down your body

3. When you are working on your I Can Do It Ladder steps, should you start with the hardest step or an easier step first?

4. Why is it important to remember who we are connected to or who is on our team at school or home?

5. When you are doing belly breathing which way should your stomach or your stuffed animal go when you take a deep breath IN?

6. Which would be a more helpful thing to THINK in your thought bubble before your spelling test “I can focus and do my best” or “I want to kick a trash can”?

7. Name two people who you can go to when you need someone to help you feel better?

8. Name 2 things you can do if your Feeling Thermometer is Rising during recess because someone just cut in line in front of you for 4 square?

9. Which would be more likely to help you calm down, “yelling at your friend” or doing a “body scan”?
1) Tell your parent or trusted adult about the “I Can Do It” Ladder step you would like to practice several times this week and make a plan for when you should be able to fit the practice in. Be sure to check their schedules to be sure they can help you with it if needed AND be sure to plan it so you can practice until you feel more comfortable and your feeling thermometer rating goes down each time.

2) Fill in the following “I Can Do It” Ladder Practice Journal when you practice at least 3-5 times this week.

This week I am going to practice
Draw it here!

<table>
<thead>
<tr>
<th>Day</th>
<th>What you did</th>
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<td>5)</td>
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</tbody>
</table>

3) **Putting it All Together Log:** Share your “Putting it All Together Sheet” with your parent or trusted adult also. See if there is something you can teach them about what you have learned.
Fill in any of the following that you use this week:

2 Fun Things I did this week that made me happy

1) __________________________________________
2) __________________________________________

2 times that you practiced your relaxation this week. You can do belly breathing and muscle relaxation or belly breathing and body scan. Teach your parents to do the relaxation exercise with you or read the script for you.

<table>
<thead>
<tr>
<th>What I did</th>
<th>What day, where, with whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time 1:</td>
<td></td>
</tr>
<tr>
<td>Time 2:</td>
<td></td>
</tr>
</tbody>
</table>

Times I used my Courage Thoughts or my support people:

<table>
<thead>
<tr>
<th>What was happening?</th>
<th>Courage Thought or support person I used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

Times I used my “What to do when your feeling thermometer is rising” List or 2 Step problem Solving:

<table>
<thead>
<tr>
<th>What was happening?</th>
<th>What action I tried</th>
<th>How it worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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</tbody>
</table>

Things I need to bring for the final project next week:
Dear Parent or Guardian,

After today we will only have one more group session. It has been a pleasure working with your child and being able to see the growth of each child in the group. Today we reviewed all of the skills that your child has learned and how to put them all together to continue to help your child feel better and be able to do all that he or she needs to be able to do. I hope that you can take some time to review and continue to reinforce these skills with your child.

Today in Group Session 9 we:

- Put together all of the skills your child has learned.
- Played a game to review the key components of the program
- Agreed to complete the following practice this week:
  - Practice the next step up on the “I Can Do It” ladder 3-5 times this week and write it in the “I Can Do It” Ladder Practice Journal along with any helpful thoughts or other techniques used to make the practice manageable (i.e., relaxing my body, having a parent with me).
  - Fill out the Putting it all Together: Tools I can Use Log by writing down when different coping skills are used this week.

PLEASE SEE NEXT PAGE
Please try to plan 3-5 times during the week that you can support your child’s “I Can Do It” practice either by providing transportation, support, or other logistics, and reminding them to use their relaxation skills, brave thoughts, and thoughts of positive things that might happen as they practice. It is important that your child practice until it become easier for them within each practice session. So they need to stick it out until they start to feel more comfortable. You can check in to see how they are doing by asking them for the Feeling Thermometer Rating (on a scale from 0-10 where 10 is feeling the most upset and 0-1 is feeling just fine).

As always, please feel free to share any concerns or questions you may have about your child with me.

My phone number is: ______________________
and my email address is: ______________________.

Be sure to include a good contact number and best time to reach you in your correspondence. Next week, I will be providing you with some feedback on your child’s progress during the group.

Sincerely,

******************************************************************************

Check one:
† I don’t have any questions or concerns.
† Please call me to discuss ________________________________
   ________________________________
   ________________________________

Phone number(s): ____________ Best time to reach me: ________
Please schedule an in-person meeting. Best times for me are:

__________________________________________________________

Parent Name ________________________________
Bounce Back Bag

This Bounce Back bag was made for YOU to use as needed.

A Triangle
To remind you that feelings, thoughts, and actions all work together.

A Feelings Card
To remind you to name your feelings and talk about them with your trusted adults.

A Team Banner
To remind you to get support from people who care about you.

A Small Stuffed Animal (turtle, cat)
To remind you to practice your belly breathing and relax your muscles.

A Courage Card
To write down new helpful thoughts.

A Ladder
To remind you that you feel better and heal when you stop avoiding and face things.

A Crayon and Pad of Paper
To draw or write a list of things that make you feel better and happy

A Thermometer
To remind you to use your “What To Do When My Feeling Thermometer is Rising” List

A Bouncy Ball
To remind you of your strength and your ability to Bounce Back.
Session 10 Letter to Parents

Dear Parent or Guardian,

Today we met for our last group session. It was wonderful to be able to review the progress of each child and celebrate what the group has accomplished together. I would like to share some of the ways I have seen your child grow throughout our time together. If you would like to discuss this information further by phone or in person, please just let me know some times that you may be available to do so below.

I would like to give you some specific feedback about your child’s progress:

___________________________________________________________________
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Please try to continue to help your child at home by:

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PLEASE SEE NEXT PAGE
Other follow-up Recommendations:

___________________________________________________________________
___________________________________________________________________
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___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

My phone number is: ___________________________ and my email address is: ___________________________. Please be sure to include a good contact number and best time to reach you in your correspondence.

Sincerely,

********************************************************************************
Check one:
↑ I don’t have any questions or concerns.
↑ Please call me to discuss ___________________________.
___________________________________________________________________
___________________________________________________________________

Phone number(s): _____________  Best time to reach me: ________
Please schedule an in-person meeting. Best times for me are:_______________________________________________________________
___________________________________________________________________
Parent Name ___________________________
### My Story Outline

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<tr>
<th>What was happening just before the event:</th>
<th>FT Rating NOW</th>
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<tr>
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<th>Parts of the event:</th>
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<table>
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<tr>
<th>What happened just after the event:</th>
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<td>___________________________________</td>
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<table>
<thead>
<tr>
<th>Negative thoughts and interpretations</th>
<th>Helpful Thoughts</th>
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Ideas for how the parent / trusted adult can support the child during sharing: ________________________________
| | | | |
Tips for Listening to Your Child

✓ Try to remain calm
  o Show your child that you are strong, and that you can handle the story.
    ▪ If your child cries, comfort him/her, but encourage him/her to continue.
    ▪ If you cry:
      • take some deep breaths
      • Remind yourself that this is important for your child. If they can’t tell you, who can they tell?
      • Explain that you are ok: “I’m upset that this happened to you, so I’m crying. But I can handle it, I want you to go on and finish the story. I want to hear everything.”
  ✓ Show that you are listening,
    o Make eye contact, nod.
    o Repeat parts of what you hear, using your child’s words: “So first you didn’t really know what was happening.”
  ✓ Allow your child to choose the pace
    o Allow your child to give lots of details, or only a few, it’s up to him/her.
    o Resist the urge to ask questions.
      ▪ Ask yourself, “Is this something I really need to know?”
      ▪ Ask yourself, “Am I asking this for me, or because I think it will help my child?”
  ✓ Show strong support for the child
    o Provide a verbal reaction at the end of the story:
      ▪ “Thank you for telling me.”
- “I’m really proud of you for telling me the whole story. You are so brave.”
- “It’s going to be helpful to me to understand what you went through. I’ll be able to help you more.”
- “I wish that hadn’t happened to you. That was really hard to hear. But I’m glad you told me.”
  - Be careful not to blame or criticize the child.
    - Children are very prone to blaming themselves.
    - You can find ways for your child to stay safe in the future without making them feel bad about what already happened.
  - Fill any specific request the child has made for support

✔ Help your child use coping strategies
  - Ask your child to teach you the relaxation skills he/she has learned
  - Review helpful thoughts if the child showed self-blame or other negative thoughts
  - Ask your child if the courage cards might be useful, and how to use them