***Psychoeducation*** *– This component involves helping young people understand how trauma may have affected them. By explaining how trauma affects brain development and behaviors, we can help de-stigmatize a young person’s actions and demonstrate that they are not a bad person but a person who has had some difficult experiences that call for healing. We can also provide psychoeducation to parents and caregivers, helping them understand the nature of their children’s trauma responses and pointing out ways of supporting them (for instance, by relying on strengths-based encouragement and support rather than punitive discipline).*

Ideas for psychoeducation I can implement:

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***Relaxation skills*** *– This component involves teaching children and parents skills that can help them counter the hyper-arousal and heightened stress responses that often result from trauma exposure. (Parents or caregivers may have heightened stress, too, due to their own personal experiences or the difficulties of dealing with children who live with traumatic stress.) Some forms of relaxation skills include yoga, mindfulness, and progressive muscle relaxation. But we can also encourage children and caregivers to seek out and regularly engage in any activities that help them relax (for example, cultural activities, prayer, reading, exercise, art, music).*

Ideas for relaxation skills I can implement:

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***Affect modulation skills*** *– Children who have experienced trauma may have developed the maladaptive coping skill of suppressing, distancing themselves from, or denying negative emotions. This TF-CBT component involves helping children become comfortable expressing a full range of emotions and helping them manage negative emotions. TF-CBT therapists do this by helping them develop problem solving skills, encouraging them to express their needs for support, and helping them identify positive activities that distract them from negative feelings (like humor, writing in a journal, helping others, taking a walk, playing with a pet). The goal is for children to build up a tool kit of these skills. We can help with this, too, outside of a therapeutic context.*

Ideas for affect modulation skills I can implement:

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***Cognitive processing skills*** *– This component of TF-CBT involves helping a child replace negative ways of thinking about everyday events with ways of thinking that are more accurate or helpful. In everyday life, this might take the form of helping a young person see that their negative thoughts about themselves or the world aren’t rooted in reality, and providing them with an alternative viewpoint that is rooted in reality. In general, we can foster helpful cognitive processing by approaching young people and their caregivers from a strength-based perspective that lets them know that recovery and healing are not just possible but likely, and we can help them see potential opportunities for growth and happiness, especially in moments of negativity.*

Ideas for cognitive processing skills I can implement:

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***Trauma narrative and processing*** *– In TF-CBT sessions, the therapist works with the child to help them become comfortable sharing the narrative of their traumatic experience(s), even the most upsetting or private details that they have been most afraid to disclose. The purpose of this is to help the child develop mastery over the narrative rather than avoiding it. While the heavy lifting of developing a thorough trauma narrative is something we should leave to licensed professionals, we can help with this aspect of a young person’s recovery by demonstrating an openness to talk about what they have been through, no matter how disturbing.*

Ideas for trauma processing I can implement:

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***Enhancing safety*** *– Trauma involves the loss of feelings of safety and trust, so TF-CBT includes a focus on ensuring both actual physical safety and emotional safety. This can take a number of forms depending on the situation, including practical measures to address physical safety concerns as well as systematic safety planning that meets the child’s needs. For example, a safety plan may include everyone in a household adopting rules meant to foster a sense of safety, such as “No violence,” “No substance abuse,” “No secrets.” As laypeople, we can play a role in helping to enhance the safety of young people by learning what threats they perceive to their safety and talking with them and their caregivers about how to address these threats.*

Ideas for enhancing safety I can implement:

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