



FY25/26 Supervisor Guide



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We hope this guide will provide helpful information about how to use EBP Toolkit to track the progress of your supervisees, give guidance on areas of focus when reviewing EBP Toolkit, and offer suggestions to aid in structuring and tailoring CBT+ specific supervision to each supervisee.

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CBT+ Supervisor Guidelines

CBT+ Supervisors are essential in ensuring that new CBT+ providers have the support and encouragement they need to successfully deliver CBT+ to their clients. During the 6-month consultation period, providers have the opportunity to receive expert case consultation on training cases. But supervision by an in-house CBT+ trained supervisor will increase the likelihood that providers have successful case outcomes and learn to deliver the models effectively.

CBT+ supervisors have access to EBP Toolkit so they are able to review and monitor each supervisee throughout the six-month consultation period. The CBT+ supervisor is expected to discuss the training cases during routine supervision sessions; review EBP Toolkit to make sure supervisees are on track to meet the CBT+ Learning Collaborative requirements; and provide guidance and support throughout the consultation period. We recommend that during the six months of CBT+ consultation meetings, supervisors meet with their supervisees at least monthly, using EBP Toolkit as a guide for providing support and feedback.

CBT+ supervisors will be included on all consultant group emails and direct emails to their supervisees to keep an open line of communication and increase awareness of their progress.

CBT+ Supervisor Calls

The CBT+ Core Team offers monthly CBT+ Supervisor calls hosted by Shannon Dorsey, PhD. Calls take place on the first Monday of each month from 11am - 12pm, and the link and agenda are sent to the CBT+ Supervisor Listserv prior to each call. Calls are open to all CBT+ Supervisors, including new supervisors who are currently participating in their own calls. CBT+ Supervisor Calls are intended provide additional support and community to our CBT+ Supervisors and cover a variety of topics. CBT+ Supervisor calls are not required, but attendance is highly encouraged.

Not receiving links each month?

Email HATC Conference Coordinator Yocelin Flores at ycano2@uw.edu to be added to the CBT+ Supervisor Listserv

CBT+ Supervisor Tip Sheet

When you log on to your Toolkit account, you will be able to view all your supervisees on your dashboard. Once you click on a supervisee's name, you will be able to go into their accounts and see the training cases that they have entered. Please be sure to have the most recent CBT+ consultation meeting requirements in hand as you review toolkit and give feedback to your supervisee. This will assist you in providing feedback about meeting all consultation requirements. See suggestions below for using Toolkit and providing helpful feedback in your supervision.

Frequently Used Tabs in EBP Toolkit

[Participant Summary](#)

[Training Cases \(0\)](#)

[Consultant Notes \(0\)](#)

Participant Tabs

The following three tabs will appear when you click on a participant.

- **Participant Summary:** Quick view of the participant's progress towards the requirements. Also includes a client list with number of sessions, components covered, and clinical measures.
- **Training Cases:** List of all active cases the participant has entered into EBP toolkit, including clinical target, primary diagnosis, and EBP model
- **Consultant Notes:** Includes notes entered by the consultant during case presentations.

Case Tabs

TRAINING CASE

[Details](#)

[Measures \(5\)](#)

[Goals \(2\)](#)

[Sessions \(6\)](#)

[Analysis](#)

Click on a case from the Training Cases tab to look at a specific case. The following tabs will appear when you open up a case.

- **Details:** Overview of clinical target, diagnosis, EBP model, and demographic information for the client.
- **Measures:** Contains a list of all measures completed by a client. You can click on individual measures to view the specific results.
- **Goals:** Contains any goals that a provider has entered for the client, as well any goal progress ratings that have been entered. Note: entering goals is not a requirement for cases.
- **Sessions:** Contains a list of all sessions completed for the client, including session structure elements and specific components.
- **Analysis:** Has an overview of the entire case, including measures, goals, and sessions.

Case Documentation and Review in EBP Toolkit

Participant Summary Tab for Quick Review:

- When you click on the participant's name, a summary page will come up that shows where the provider stands with regard to meeting certificate requirements (*e.g., # calls attended*).
 - There will also be a list of training cases that the provider has entered organized by clinical target.
 - For each case, you will see the number of active sessions, components, and which measures have been entered.

Consultation Calls		
Must attend 8 calls	9 calls attended	0 remaining
Additional Requirements		
Post-Training Survey	☐ 288	☒ 30
Pre-Training Survey	☒ 288	☐ 30
Cases for this training		
CBT-Anxiety		
Client	Sessions	Measures
Clinical Target: Anxiety	8 Sessions w/ 26 Components	8 Measures
EBP Model: CBT-Anxiety	Assessment ²	PHQ9 ³
Race/Ethnicity: White	Engagement/Motivational Enhancement ⁴	GAD7 ²
Gender: Female	Psychoeducation ⁴	CATS (Caregivers of children 7-17 years) ¹
Living situation: Other	Coping Skills ²	CATS (Patients 7-17 years) ¹
Age (Approximate): 18	Exposure ²	
	Cognitive Restructuring ²	
	Other Skill Training ³	
CBT-Trauma		
Client	Sessions	Measures
Clinical Target: Post Traumatic Stress	8 Sessions w/ 33 Components	8 Measures
EBP Model: CBT-Trauma	Assessment ⁴	PTSD ¹
Race/Ethnicity: White	Engagement ⁴	PHQ9 ²
Gender: Female	Psycho Education ⁴	GAD7 ²
Living situation: Bio Mother and Sig. Other	Coping Skills ¹	CATS (Patients 7-17 years) ¹
Age (Approximate): 13	Exposure: Trauma Memories ³	

Analysis Tab for in Depth Review

- Certain key information can only be found by visiting the "Analysis" tab of the case in question. Such as whether the measure results support the clinical target (*i.e., see what targets are clinical*), whether symptoms are improving, and what the session structure looks like (*i.e., are they assigning and reviewing homework, actively practicing new skills in sessions, setting agendas, etc.*). The expectation is that providers should be doing all or almost all of the session structures in each session.
- The Analysis tab is the most helpful tab to see sessions in linear fashion with session structure and content. This helps to see if they are basically following the treatment flow. Using the Analysis tab also helps see the measures over time through the graphing.

CBT-Trauma					
Session Structure	Mar 13, 2025	Mar 20, 2025	Mar 27, 2025	Apr 3, 2025	Apr 10, 2025
Set an agenda	✓	✓	✓	✓	✓
Measured progress	✓		✓		
Practiced a skill		✓	✓	✓	✓
Gave homework		✓	✓	✓	✓
Reviewed homework			✓	✓	✓
Session Components	Mar 13, 2025	Mar 20, 2025	Mar 27, 2025	Apr 3, 2025	Apr 10, 2025
Assessment	✓				
Engagement	✓				
Psycho Education		✓			
Coping Skills		✓	✓		
Exposure: Trauma Memories				✓	✓
Exposure: In-vivo					
Cognitive Processing					
Caregiver Behavior Managem					
Caregiver Support for Traum.					
Child and Caregiver Trauma					
Caregiver Safety Planning					
Other					

Supervisor Case Review

The following four areas are key when reviewing a participant in EBP Toolkit. The guidance and questions below can be helpful in developing agendas for CBT+ specific supervision.

Case Conceptualization

1. Do diagnosis, clinical target, and CBT+ model match?

- Sometimes they match (*PTSD and CBT-T*); sometimes they don't and there's a good reason— but ask.
- What does the provider see as the main clinical problem and the best fitting CBT approach?

2. Do clinical measures/scores support the clinical target and corresponding treatment model?

- Did the provider do a thorough baseline assessment (*e.g., assess internalizing and externalizing, child self-report and caregiver report; not just one area of symptoms*)
- Has the provider assessed the role of client identity (*race, ethnicity, gender identity, etc*) in the presenting problem, and incorporated this into the treatment planning process?

Clinical Measures

- Did the provider have their client complete all of the required baseline measures? **Remember that all clients need a CATS screen and PSC 17.**
- Are providers measuring the clinical target on which they are focused? How often? Baseline and two repeat administrations of the clinical target measure over the course of treatment are required, but more frequent administrations are encouraged. This is a great opportunity to reinforce repeat administration and giving feedback to see how treatment is going.
- If/how are providers giving feedback to clients about measures and linking results to the treatment model? If the client is not improving, why not? If the client is improving, how is this acknowledged?
- **Toolkit Tip:** Look at the visual graphs of measures to see progress over time. Emphasize what they are doing is working or if symptoms are not improving this can inform/enhance supervision and can create opportunities for discussion/problem solving.

Session Content:

- What components have been completed? Do they match the CBT+ cheat sheet and Flow for that particular EBP model? Can you link components delivered to client progress/no progress? (*i.e., are they spending too much time on one component that is not really targeting the symptoms, are they not starting with the preferred treatment component for that target*)?
- Across how many sessions are they spending time on components? Too much of a certain component? Not enough of another? Are they not getting to the essential components? It is more important to spend time on the core active components than on other components. This could be a useful thing to follow up on in supervision.
- How many components are they checking within each session? Look for adequate depth of coverage of 1-2 components within each session (*as opposed to a lot of components checked*). A component should be marked only when at least 20 minutes has been spent on it in session.
- Look at patterns of attendance/no show – Are there big gaps in treatment? Is the client attending only every 3rd - 4th week? Does the pattern of attendance/no show give you any clues/thoughts re engagement or motivation? Are engagement and motivational enhancement strategies necessary?
- **Toolkit Tip:** Be sure to review the Analysis section of Toolkit as it gives you a sense of treatment sessions over time.

Session Structure:

- Are they setting an agenda each session? If not, why? What is the barrier? This is a good opportunity to discuss how this can impact treatment.
- Are they assigning homework? Do they routinely follow-up and ask about it? Is the client doing the homework? If not, consider exploring motivation/engagement in treatment?
- When you see the provider taught skills (*e.g. parenting, cognitive triangle*), do they endorse modeling or having their client practice in session?

APPENDIX



2025/2026 CBT+ Certificate of Completion Requirements

(all requirements must be met by the final consultation call)

1. Complete 3-hour asynchronous training.
2. Attend all four live online sessions and complete daily quizzes.
3. Attend 8 of 10 group consultation sessions (via Zoom) over six months. Twice monthly for the first 4 months and then once a month for the last 2 months.
4. Present 1-2 cases in group consultation sessions.
5. Deliver CBT+ in **two** cases.
 - a. One case **must** use CBT for Trauma. The other case can be one of the other models.
 - i. *Supervisors must document only one case. CBT for Trauma is strongly preferred, but not required.*
6. Case documentation for each case must be entered into the EBP Toolkit <https://www.ebptoolkit.com/>. Each case must include the following:
 - a. **A Minimum of 6 active treatment sessions** per case is required.
 - i. Documentation of the full course of the selected EBP is preferred (*typically 8 – 16 sessions*).
 - b. **Session Structure and Session Content** demonstrating fidelity to the CBT model.
 - c. At least **TWO sessions of the Essential Clinical Element** for the specific model. (*see second page*)
7. Clinical Measures for each case must be entered into the EBP Toolkit: All cases must include the following:
 - a. Baseline Data:
 - i. **All Cases:** PSC 17 for caregiver perspective.
 - ii. **All Cases:** CATS self-report 7+ years OR CATS caregiver report 3-6 years.
 - iii. **CBT for Depression Cases:** Moods and Feelings (8-11 years) OR PHQ 9 (12+ years).
 - iv. **CBT for Anxiety Cases:** SCARED (8-11 years) OR GAD 7 (12+ years).
 - b. Measurement of symptoms over time:
 - i. A minimum of two follow up administrations of the clinical target measure are required after the baseline measurement. This means that each case should have a minimum of **3 administrations of the clinical target measure** (*1 baseline, 2 follow up*)
 - ii. Additional administrations of the clinical target measure are highly encouraged to learn whether treatment is working.

Essential Clinical Elements for the 4 CBT+ models:

BEHAVIOR PROBLEM TARGET (*CBT for Behavior*)

- 2+ sessions on Relationship Enhancement.

DEPRESSION TARGET (*CBT for Depression*)

- 2+ sessions on Behavioral Activation.

ANXIETY TARGET (*CBT for Anxiety*)

- 2+ sessions on Exposure.

TRAUMA IMPACT/PTS TARGET (*CBT for Trauma*)

- 2+ sessions on Trauma Narration and Processing.

Clinical Measures Requirements:

All measures must be done at the beginning of treatment for baseline measurement. At least TWO additional measurements of the clinical target measure are required after the baseline measurement.

BASELINE MEASURES FOR ALL CLINICAL TARGETS MUST INCLUDE:

- PSC 17
- CATS self-report 7+ years **OR** CATS caregiver report 3-6 years
- Clinical Target Measure (*see below*)

CLINICAL MEASURES BY TREATMENT TARGET

Behavior Problem Target (*CBT for Behavior*)

- PSC 17 (*clinical target measure*)

Anxiety Target (*CBT for Anxiety*)

- SCARED (8-12 years) OR GAD 7 (12+ years) (*clinical target measure*)

Depression Target (*CBT for Depression*)

- Moods and Feelings (8-12 years) OR PHQ9 (12+ years) (*clinical target measure*)

Trauma Impact/PTS Target (*CBT for Trauma*)

- CATS self-report 7+ years and/or CATS caregiver 3-6 years (*clinical target measure*)



Key CBT+ Handouts & Resources List

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CBT+ Flows

CBT+ Flow Depression	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Depression-Flow-1.pdf
CBT+ Flow Behavior	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Behavior-Flow.pdf
CBT+ Flow Trauma	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/10/Trauma-Flow.pdf
CBT+ Flow Anxiety	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Anxiety-Flow.pdf
CBT+ Flow Trauma + Depression	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/10/Trauma-Depression-Flow.pdf
CBT+ Flow Anxiety + Depression	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Anxiety-Depression-Flow.pdf
CBT+ Flow Depression + Behavior	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Depression-Behavior-Flow.pdf

Measures

Measures Cheat Sheet	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Cheat-Sheet-Measures-CBT2014.pdf
Child & Adolescent Trauma Screen (CATS) <i>Youth Self Report (7-17 y/o)</i>	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Child-and-Adolescent-Trauma-Screen-CATS-Youth-Self-Report-7-17-years.pdf
Child & Adolescent Trauma Screen (CATS) <i>Caregiver Report (7-17 y/o)</i>	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Child-and-Adolescent-Trauma-Screen-CATS-Caregiver-Report-Ages-7-17-years.pdf
Child & Adolescent Trauma Screen (CATS) <i>Caregiver Report (3-6 y/o)</i>	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Child-and-Adolescent-Trauma-Screen-CATS-Caregiver-Report-3-6-years.pdf
Pediatric Symptom Checklist (PSC-17)	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/PSC-17-English.pdf
PHQ9	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/PHQ9-English.pdf
GAD7	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/GAD7_English-for-the-USA.pdf
SCARED (<i>child</i>)	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/SCARED-Anxiety-2013.pdf
Moods and Feelings Questionnaire (MFQ)	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Moods-and-Feelings-Questionnaire-2.08.pdf
SCARED (<i>caregiver</i>)	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/SCARED-Anxiety-Caregiver-2013.pdf

Culturally Competent Assessment and Treatment

Supporting Youth Who Experience Racism <i>(Handout for Parents and Caregivers)</i>	https://urldefense.com/v3/https://www.seattlechildrens.org/globalassets/documents/healthcare-professionals/pal/fast/fast-t-caregiver-racism-handout.pdf ;!!K-Hz7m0Vt54!m_O4C_5SnPzkuE3jKKQc0HlfwGp92LxDmo7wls49kqxXlmMa7QZ6xa-QRQb4ZMkABefWaZPh9zxlzHQny1k6p_XPGE4\$
Coping With the Stress of Racism: Helpful Information for Kids and Teens <i>(Brief Version)</i>	https://urldefense.com/v3/https://www.seattlechildrens.org/globalassets/documents/healthcare-professionals/pal/fast/racial-stress-and-trauma-child-teen-brief-version.pdf ;!!K-Hz7m0Vt54!m_O4C_5SnPzkuE3jKKQc0HlfwGp92LxDmo7wls49kqxXlmMa7QZ6xa-QRQb4ZMkABefWaZPh9zxlzHQny1k6XlGWgQQ\$
Coping With the Stress of Racism: Helpful Information for Teens <i>(Detailed Version)</i>	https://urldefense.com/v3/https://www.seattlechildrens.org/globalassets/documents/healthcare-professionals/pal/fast/racial-stress-and-trauma-teen-detailed-version.pdf ;!!K-Hz7m0Vt54!m_O4C_5SnPzkuE3jKKQc0HlfwGp92LxDmo7wls49kqxXlmMa7QZ6xa-QRQb4ZMkABefWaZPh9zxlzHQny1k6UlzZNzE\$
Learning About You Handout <i>(Therapist Version)</i>	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/2022.06.01-Learning-About-You-BRIEF-provider-version.pdf
Learning About You Handout <i>(Client Version)</i>	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/2022.06.01-Learning-About-You-BRIEF-patient-version.pdf
Learning About You Video Tutorial	https://www.seattlechildrens.org/healthcare-professionals/access-services/partnership-access-line/fast/learning-about-you/
Tips For Culturally Responsive Practice	https://depts.washington.edu/uwhatc/wp-content/uploads/2019/10/CBT-Tips-for-Culturally-Responsive-Practice.pdf

Cognitive Processing

Cognitive Restructuring Worksheet	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/6%20CBT%20for%20Depression/Cognitive-Restructuring-Worksheet-2016.pdf
Socratic Technique for Changing Unhelpful Thoughts	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Socratic-Techniques-for-Changing-Unhelpful-Thoughts.pdf
Negative Thinking Traps	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/6%20CBT%20for%20Depression/Depressive%20Thinking%20Traps.pdf

Anxiety

CBT+ Cheat Sheet Anxiety	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/1%20Therapist%20Resources/CBT+%20Cheat%20Sheet.%20Anxiety.pdf
Exposure/Facing Up Skills N2K	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/5%20CBT%20for%20Anxiety/Exposure%20FINAL.pdf
Sample In Vivo Exposures	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/5%20CBT%20for%20Anxiety/Sample%20In%20Vivo%20Exposures%20CBT+%202016.pdf
Fear Ladder N2K	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/5%20CBT%20for%20Anxiety/Fear%20LadderN2K.pdf
Doing Exposure Worksheet	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/5%20CBT%20for%20Anxiety/Doing%20Exposure%20Worksheet.pdf
How To Handle Anxious Thinking	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/5%20CBT%20for%20Anxiety/How%20to%20Handle%20Anxious%20Thinking%202019.pdf
CBT Strategies for Worry	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/5%20CBT%20for%20Anxiety/CBT%20Strategies%20for%20Worry.A%20Guide%20for%20Therapists.pdf

Behavior

CBT+ Cheat Sheet Behavior	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Behavior-Cheat-Sheet.pdf
Behavior Problems Information	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/BehaviorProblems-Information-2011.pdf
One On One Time N2K	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/8%20Parent%20Management%20Training/One%20on%20One%20TimeN2K.pdf
How To Motivate Your Teen to Behave <i>(1:1 Time)</i>	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/8%20Parent%20Management%20Training/Howto motivateyourteentobehave.pdf
How To Motivate Your Child to Behave <i>(1:1 Time)</i>	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/8%20Parent%20Management%20Training/Howto motivateyoungerchildrentobehave.pdf
Praise And Recognition	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/8%20Parent%20Management%20Training/PraiseN2K.pdf
Low-Cost Rewards	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/8%20Parent%20Management%20Training/Low%20Cost%20Rewards.pdf
Rewards/Incentivize Positive Behavior	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/RewardsN2K.pdf
Behavior Plan Caregiver Worksheet	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Behavior-Plan-Caregiver-Worksheet-Our-Plan-to-Change-Behavior.pdf
Tips To Managing Extreme Behaviors in The Moment	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Tips-for-Managing-Extreme-Behavior-in-the-Moment-2015.pdf
Turtle Technique	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Turtle-Technique.pdf
SBP Recommendations for Supervising & Parenting	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/SBP-Recommendations-for-Supervision-and-Parenting.pdf

Depression

Managing & Treating Suicide Risk	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Managing-and-Treating-Suicide-Risk-and-Non-Suicidal-Self-Injury-Clinical-Tips.pdf
Safety Plan Worksheet	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Safety-Plan-Worksheet.pdf
Safety Plan How-To Guide for Clinicians	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Safety-Plan-How-To-Guide-for-Clinicians.pdf
Depression Information and Treatment “Roadmap”	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Depression-Information-and-Treatment-Roadmap.pdf
Getting Active	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/combined/Getting-Active.pdf
Activity Scheduling Handout (From FAST)	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/6%20CBT%20for%20Depression/FAST-D-Activity-Scheduling-Handout.pdf
CBT+ Goal Setting Worksheet	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/11-CBT-GOAL-SETTING-Worksheet.pdf
Problem Solving Skills Worksheet	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/6%20CBT%20for%20Depression/Problem%20Solving%20Worksheet.pdf
Depression Common Unhelpful & Helpful Thoughts Tool	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/6%20CBT%20for%20Depression/Depression%20Common%20Unhelpful%20Helpful%20Thoughts%20Tool%202016.pdf
CBT+ Screen & Device Struggles	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/CBT-Screen-and-Device-Struggles.pdf
Depression Relapse Prevention Worksheet	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Depression-Relapse-Prevention-Worksheet.pdf

Trauma

Clinical Guide for Administering CATS	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Clinical-Guide-for-Administering-CATS.pdf
CBT For Trauma Checklist	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/CBT-for-Trauma-Checklist.pdf
CBT For Trauma Information - Youth	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/CBT-for-Trauma-Information.-Youth.pdf
Trauma And Posttraumatic Stress	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Trauma-and-Posttraumatic-Stress-Youth-2017..pdf
Trauma Narrative & Processing N2K	https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/Trauma-NarrativeN2K.pdf
Guidelines For Managing the TN	https://depts.washington.edu/uwhatc/wp-content/uploads/2021/08/Guidelines-for-Managing-the-TN.pdf
Trauma Common Unhelpful and Helpful Thoughts Tool	https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/7%20Trauma%20Focused%20CBT/Trauma%20Common%20Unhelpful%20Helpful%20Thoughts%20Tool%202016.pdf