



Remember approximately 5-10 minutes. Do not review the goals of the behavioral rehearsal task. This is meant to provide an estimate of clinician fidelity for this component. Do not interrupt the therapists rehearsing to provide feedback. After the rehearsal, provide feedback on strengths and needed improvements.

PROMPT FOR THERAPIST

You have planned to implement the next TF-CBT component with this family. Your client [CHOOSE CHILD OR CAREGIVER] comes in the door with a crisis [INSERT LIKELY CRISIS FOR THIS CLIENT]. Do your best to plan the session with the client to both address the crisis and make some progress with TF-CBT. Remember, for some crises you want to apply a PRAC skill, for others, you need to find a way to manage the time spent on the crisis, to still allow some TF-CBT progress.

SUPERVISOR INSTRUCTIONS

You will play the client [CHILD OR PARENT]. Use your knowledge of this client to portray how they might respond. Use a crisis that is likely/relevant for this client.

EXPECTATIONS

- * **Acknowledges crisis; validates/normalizes client's stress/concern**
- * If therapist was planning to implement a PRAC skill, **therapist connects learning the PRAC skill today to helping with stress from the crisis** (if appropriate)
 - "I wanted to talk about changing thinking to feel better today, I wonder if you might tell me more about what happened, and we can try out this skill and see if it helps?"
- * **Talks with client about agenda/how to divide time** in the session to address the crisis and do a little TF-CBT
 - "This sounds really important for us to talk about. How could we divide our time today, we have about 40 minutes. I'd like to talk about the fight you had with Elena and see if we can still have some time to continue working on your narrative. How should we do that?"
- * **Connects crisis (if appropriate) to client's initial goals for treatment**, and continuing TF-CBT as a method for changing likelihood of similar crises in the future (as a rationale for some time on TF-CBT)
 - "I know you said that your son is more likely to get into fights at school, like he did today, when he isn't sleeping. I wanted to start relaxation practice today, to see if we can use this tool to help him sleep better."

FEEDBACK

Strengths (Adherence & Skill)	
Areas to Improve (Adherence & Skill)	

OTHER TOPICS OR COMMON CHALLENGES YOU MIGHT WANT TO DISCUSS WITH THE CLINICIAN...

- **Which component the therapist is on, and the type of crisis may change how the clinician handles it.** If a crisis that PRAC would help with (e.g., fight with a boyfriend; parental work stress), PRAC skills can be applied and the crisis becomes a relevant way to teach/reinforce usefulness of PRAC. If a crisis that is less/unrelated to PRAC (child suspended from school, medical emergency with another child, the key is proportioning time to problem solve/ provide some assistance with the crisis and have some time to still move a little forward with TF-CBT.
- What is the minimal amount of TF-CBT a therapist could do to still move a little forward with treatment? Homework review? Re-read TN “chapter” from last week, add just feelings to a TN, do one cognitive triangle (if on cognitive coping), etc.
- In handling crises, sometimes it’s helpful to get client agreement to do a little TF-CBT work FIRST then talk about the crisis, as the crisis discussion will likely take up most of the session, once started