

Supplemental Resource Guide:

Tailoring Trauma-Focused Cognitive Behavioral Therapy for Youth with Developmental Disabilities (TF-CBT IDD) and their Caregivers

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Introduction

Welcome to the supplemental resource guide to the manual “Tailoring Trauma-Focused Cognitive Behavioral Therapy for Youth with Developmental Disabilities (TF-CBT IDD) and their Caregivers.” This resource is intended to be a “living document” and will be regularly updated. We welcome your feedback and suggestions!

This manual is presented in sections. First, you’ll find the “Living Matrix.” This is intended to be an evolving version of the matrix found in the original manual. As new suggestions are received, they will be added to the Matrix. [Hyperlinks](#) are used in the Living Matrix to easily navigate to a description of that resource. Second, you’ll find a sequential list of items included in the Living Matrix. This is the annotated bibliography. Finally you’ll find additional new and unsorted resources. These are arranged alphabetically.

If you would like to suggest a new resource, suggest a change, or ask that a resource be removed, please complete the survey found here: <https://forms.gle/x5UM4ksjMc8ZEDzH9>

The “Living” Matrix

The Matrix linked to Annotated Resources

	Comprehension	Executive Functions	Generalization
Psychoeducation/Parenting Skills	<p>Use visual aids to orient to treatment structure and expectations</p> <p>Employ Picture Exchange Communication System (PECS)¹ or other language aid</p> <p>Outline “Rules for Therapy” using simplified language</p> <p>Use developmentally appropriate books and games as visual aids (e.g., A Terrible Thing Happened, ‘Please Tell’ for sexual abuse, ‘Something is Wrong at My House’ for domestic violence, ‘Invisible String’ for traumatic loss, ‘Maybe Day’ for foster placement, What Do You Know)</p> <p>Introduce and use consistent trauma-related language; use of a table of language differences by cognitive level and corresponding vignettes.</p> <p>Use concrete, visual examples for types of trauma and symptoms.</p> <p>Flash cards for key concepts (i.e., “trauma,” “reminders,” etc.)</p>	<p>Use visual aids to orient to treatment structure and expectations</p> <p>Use preferred characters to illustrate symptoms</p> <p>Include caregivers’ input on how best to tailor treatment to their child.</p> <p>For caregivers, provide psycho- education on the interaction of the child’s diagnoses and symptoms (e.g., ID and PTSD).</p> <p>Educate caregivers about gradual exposure.</p> <p>Develop reinforcement contingencies for child’s participation in therapy.</p> <p>Include caregivers’ input on how best to tailor treatment to their child.</p>	<p>Consider referral to parent support group or individual therapy for caregivers.</p> <p>Provide psychoeducation about traumatic stress responses at different developmental levels to caregivers and others who help with the child’s care.</p> <p>Incorporate structured behavioral assessments and interventions (e.g., Functional Behavioral Assessment) in parent training.</p> <p>Use reward and tracking charts that can be shared by home, school, and other team members.</p> <p>Provide psychoeducation about social skills.</p> <p>For caregivers, provide psychoeducation on the interaction of the child’s diagnoses and symptoms (e.g., autism and PTSD)</p>

	Comprehension	Executive Functions	Generalization
<u>Relaxation</u>	<p>Use comprehension and engagement aids (“pizza breathing;” “hot air balloon” breathing).</p> <p>Employ visual imagery/imaginal relaxation.</p> <p>Deep breathing with concrete means (e.g., using bubbles)</p> <p>Make a concrete toolkit of relaxation skills (e.g., Calm Caddy/Calm Box)</p> <p>Use sensory objects (e.g., bubble wrap) to promote relaxation.</p> <p>Utilize where possible, yoga instruction and practice.</p>	<p>Teach muscle relaxation using preferred characters (e.g., Buzz Lightyear and Woody, Sesame Street Elmo, “Head, Shoulders, Knees and Toes” song).</p> <p>Incorporate child’s related interests as ways to relax (e.g., drawing, playing games with caregivers or family members).</p> <p>Include strategies the parent identifies to work for the child</p> <p>Create a reward system for using relaxation strategies</p>	<p>Involve caregivers and other important models in practice of relaxation skills.</p> <p>Use structured worksheets in session and at home or other settings, like “Schedule for Calming and/or Relaxing Activities”⁵</p> <p>Use sensory supports that can be employed in multiple settings (e.g., fidget toys).</p> <p>Encourage and prompt at-home practice.</p>

	Comprehension	Executive Functions	Generalization
<u>Affective Modulation</u>	<p>Use apps or computer programs for learning emotion facial expressions (e.g., Emotional ABCs⁷; FeelU: Emotions & Mindfulness; I Can Special Needs Learning- Feelings).</p> <p>Use structured worksheets to learn about emotions (e.g., “Words for Worry Word Search”)</p> <p>Use visual representations for emotions (e.g.emojis, Zones of Regulation, Feeling Thermometers; videos such as “Inside Out” film clips)</p> <p>Use fill-in-the-blank scripts to improve communication skills.</p> <p>Use videos to model emotions and coping strategies.</p>	<p>Use pictures of preferred characters or interactive activities (e.g., charades, music) to teach the emotions.</p> <p>Use preferred subjects as metaphor for feelings (e.g., types of weather).</p> <p>Use preferred subjects as a story to explore feelings (e.g., for airplanes, people’s emotions at the airport)</p> <p>Charts and rewards for managing difficult feelings.</p> <p>Use Power Cards to foster identification with preferred characters modulating feelings.</p> <p>Make use of child’s special interests as coping skills for feelings (e.g., reading, drawing, gaming).</p> <p>Use mutual play with caregivers as coping skill (e.g., playing cards, engaging in common interests as distraction or expression modes).</p>	<p>Use caregivers and other important people in role plays</p> <p>Provide visual aids of emotions and affect ratings to family to be used at home</p> <p>Encourage caregivers and other important people to use the same simplified language to discuss emotions</p> <p>Create a concrete toolkit or box of coping skills to be used at home.</p> <p>SPACE (Supportive Parenting for Anxious Childhood Emotions) anxiety treatment for parents</p>

	Comprehension	Executive Functions	Generalization
<u>Cognitive Coping</u>	<p>Use comics or stories with thought bubbles (e.g., Cartoon Conversations)</p> <p>Use a simplified worksheet for the cognitive triangle.</p> <p>Use movement activities (e.g., CBT triangle taped on floor) to illustrate examples.</p> <p>Play the Triangle of Life mobile application game.</p> <p>Use simplified thought challenging (e.g., true vs. not true).</p> <p>Use general coping thoughts/affirmations child can memorize and say to self in times of stress.</p> <p>Externalize worries (e.g., “my worries are bothering me;” “my brain lies to me.”)</p> <p>Use Worry Bugs games and books</p> <p>Garcia-Winner Superflex Model for identifying cognitive styles (e.g., rigidity, catastrophizing).</p> <p>Incredible 5-point scale</p>	<p>Use characters to represent simplified cognitive distortions (i.e., Power Cards, SuperFlex)</p> <p>Utilize games to maintain interest- these could include: the CBT Game, Feelings matching; Secret Agent Society</p> <p>Include caregivers in sessions identifying thought distortions and have them model cognitive errors.</p> <p>Use positive sayings from preferred media as challenges to trauma-related beliefs.</p> <p>Use movement activities (e.g., CBT triangle taped on floor) to illustrate examples.</p>	<p>Provide psychoeducation on to whom and under what conditions to share trauma history.</p> <p>Use sticky notes as thought bubbles to place on objects the child comments on at home</p> <p>Have caregivers and other important people play the Triangle of Life mobile application game with the child at home, school, community</p> <p>Have caregivers and other important people help label the child’s thoughts at home</p> <p>Collaborate with caregivers and other important people to generate coping thoughts that fit the child’s typical concerns</p> <p>Involve caregivers and other important people as “co-investigators” to challenge trauma-related beliefs</p>

	Comprehension	Executive Functions	Generalization
Trauma Narration and Processing	<p>Collaborate with child on ways to communicate needing a break (e.g., SUDS scale, red zone, break word)</p> <p>Use a visual cue (e.g., timer, schedule) and concrete parameters (e.g., how many questions you will ask that session) to structure narration</p> <p>Audio or video record the narration for the child to have other forms of feedback</p> <p>Use structured worksheets for telling the story (e.g., Beginning, During, and After)</p> <p>Use visual representations to challenge trauma-related beliefs (e.g., lists for “good kids” vs “bad kids,” responsibility pie)</p> <p>Use metaphors for identified cognitive distortions (e.g. black & white cookie thinking, volcano catastrophic thoughts...)</p> <p>Provide play materials- sandtray, dollhouse, a variety of figures for play narration. Remote play: onlinesandtray.com; virtuandsandtray.org</p>	<p>Use preferred objects/activities as immediate rewards</p> <p>Provide choices in how to use “cool down” or play or preferred activity time following narration in each session.</p> <p>Utilize support of caregivers in narrative process in order to encourage engagement, reduce anxiety.</p> <p>Use movement and preferred activities during breaks</p> <p>Use positive sayings from preferred media as challenges to trauma-related beliefs</p> <p>Use structured worksheets for telling the story (e.g., Beginning, During, and After)</p> <p>Use a visual cue (e.g., timer, schedule) and concrete parameters (e.g., how many questions you will ask that session) to structure narration</p>	<p>Involve caregivers and other important people in exposures and to facilitate practice across contexts</p> <p>Provide psychoeducation on to whom and under what conditions to share trauma history</p>

	Comprehension	Executive Functions	Generalization
In-Vivo Mastery	<p>Provide a concrete visual example of a fear hierarchy (e.g., ladder, mountain)</p> <p>Incorporate disorder-informed difficulties in the hierarchy</p>	<p>Use examples from child's interests to illustrate fear habituation (e.g., roller coasters, storms, spiders, etc.)</p> <p>Use preferred objects/activities as immediate rewards or safety features.</p>	<p>Use child's regulation strategies with caregivers when preparing for conjoint sessions</p> <p>Prepare caregivers that information may not be accurate, but the child's perception is most important</p> <p>Include psychoeducation on when to share the story</p>
Conjoint Sessions	<p>Encourage caregivers to use visual aids for their praise (e.g., a large font letter, video format, picture)</p> <p>Plan a flexible schedule (e.g., longer session time with several built-in breaks) to share the narration</p>	<p>Allow child to pick the format to share the story (e.g., recording of child's voice, clinician reading aloud)</p> <p>Reinforce the conjoint narration with preferred activity/object for both caregiver and child (e.g., play)</p> <p>Use white boards, written timelines, or other visual aids to explain narratives and other family processes</p>	<p>Have family post safety rules visual at home</p> <p>Involve caregivers and other important people in role playing healthy safety behaviors</p> <p>Post Circles Curriculum colors in appropriate settings (e.g. "purple circle" on bedroom door).</p>

	Comprehension	Executive Functions	Generalization
<u>Enhancing Safety/Social Skills</u>	<p>Use visuals for safety rules</p> <p>Use a hula hoop to teach “hula space” (i.e., personal boundaries)</p> <p>Use games (e.g., Simon Says) to identify various body parts</p> <p>Use structured steps for safety seeking (e.g., No, Go, Tell)</p> <p>Incorporate social skills training and apply to safety enhancement (e.g., Circles Curriculum)</p> <p>Encourage caregiver to serve as “interpreter” to facilitate explanations</p>	<p>Use preferred characters in safety rules and boundaries (Power Cards)</p> <p>Reward child consistently for use of safe behaviors</p>	<p>Actively involve caregivers and other important people (e.g., siblings, teachers) throughout the course of treatment to support skill practice across contexts</p> <p>Actively involve other therapists (e.g., occupational, speech) for wraparound care</p> <p>Actively involve caregivers and other important people in reinforcing therapy-related behaviors (e.g., engagement, skill practice)</p> <p>Actively involve caregivers and other important people in role plays and behavioral rehearsals</p> <p>Conduct follow-up or booster sessions in-person</p> <p>Teach and encourage use of Social Stories to normalize safe interactions.</p>

Annotated List of Materials Included in “the Matrix”

Sorted by Matrix Domain

Psychoeducation/Parenting Skills

Title: Picture Exchange Communication System

Resource type: concept/framework

Author: Developed by Andy Bondy, PhD, and Lori Frost, MS, CCC-SLP

Cost: free/variable

Location: Information about PECS can be found in many places. The website for training/information from the developers is here- <https://pecsusa.com/>

Description: PECS uses pictures to support the development of functional communication for individuals with communication challenges. The learner is taught to exchange pictures to get things they really want (at first) which is then expanded to include more complex communicative activities.

Suggested citations and resources for further learning:

- First published article on the subject: Bondy, A.S., Frost, L.A.: The picture exchange communication system. *Focus Autistic Behavior* 9(3), 1–19 (1994)

Title: A Terrible Thing Happened

Resource type: book

Author: Margaret Holmes

Approximate Cost: \$9.99 - \$15.99

Location: widely published and available on most online marketplaces

Description: *Explores the confused feelings children get after they have witnessed violence or other traumatic incidents. Regardless of the type of incident, child witnesses often react by trying to forget or ignore the experience. When their feelings are pushed underground in this manner, these children may begin to feel bad in ways they don't understand, and become angry as a result of feeling bad. It is this anger that can give way to violence. Caring adults can make all the difference by helping children talk about and understand the experience. The gentleness of young Sherman Smith's story both encourages children to tell their own story and reassures them that doing so is safe. In addition, an afterword by Sasha Mudlaff provides parents,*

teachers, counselors, and any other adults close to the child with a wealth of helpful insights and suggestions. (PsycINFO Database Record | 2016 APA, all rights reserved)

Full citation: Holmes, M. M. (2000). *A terrible thing happened*. (C. Pillo, Illustrator). American Psychological Association.

Title: Please Tell: A Child's Story About Sexual Abuse

Resource type: book

Author: Jessie

Approximate Cost: \$10

Location: widely published and available on most online marketplaces

Description: *Written and illustrated by a young girl who was sexually molested by a family member, this book reaches out to other children in a way that no adult can, Jessie's words carry the message, "It's o.k. to tell; help can come when you tell. "This book is an excellent tool for therapists, counselors, child protection workers, teachers, and parents dealing with children affected by sexual abuse. Jessie's story adds a sense of hope for what should be, and the knowledge that the child protection system can work for children. Simple, direct, and from the heart, Jessie gives children the permission and the courage to deal with sexual abuse. "Please Tell! is a beautifully simple book with a profoundly important message for children who have been sexually the abuse wasn't their fault. Written and illustrated by Jessie, herself a pre-teen survivor of sexual abuse, it tells kids just what to do to get the help they need." Kristin A. Kunzman, abuse therapist and author of The Healing Adult Recovery from Childhood Sexual Abuse (from goodreads.com)*

Title: Something is Wrong at My House: A Book about Parent's Fighting

Resource type: book

Author: Diane Davis

Approximate Cost: \$9.95

Location: available on multiple online marketplaces

Description: *Angry, fearful and lonely. That's how kids often feel when their parents fight. Based on a true story, Something Is Wrong at My House shows how a boy in a violent household finds a way to care for himself and obtain help from outside the home. Designed with two sets of text, one for older children and the other, with illustrations, for the very young. Recognized by*

domestic violence agencies for addressing the issue in a format appropriate for children. Available in Spanish; see page 61. (From Amazon.com)

Full citation: Davis, Diane (1987). *Something is Wrong at My House: A Book about Parent's Fighting*. Parenting Press Inc.

Title: Invisible String

Resource type: book

Author: Patrice Karst

Approximate Cost: \$6.99

Location: available on multiple online marketplaces

Description: *Parents, educators, therapists, and social workers alike have declared The Invisible String the perfect tool for coping with all kinds of separation anxiety, loss, and grief. In this relatable and reassuring contemporary classic, a mother tells her two children that they're all connected by an invisible string. "That's impossible!" the children insist, but still they want to know more: "What kind of string?" The answer is the simple truth that binds us all: An Invisible String made of love. Even though you can't see it with your eyes, you can feel it deep in your heart, and know that you are always connected to the ones you love. Does everybody have an Invisible String? How far does it reach? Does it ever go away? This heartwarming picture book for all ages explores questions about the intangible yet unbreakable connections between us, and opens up deeper conversations about love.*

Recommended and adopted by parenting blogs, bereavement support groups, hospice centers, foster care and social service agencies, military library services, church groups, and educators, The Invisible String offers a very simple approach to overcoming loneliness, separation, or loss with an imaginative twist that children easily understand and embrace, and delivers a particularly compelling message in today's uncertain times. This special paperback edition includes vibrant new illustrations and an introduction from the author. (From Amazon.com)

Full citation: Karst, P. (2018). *The Invisible String*. (J. Lew-Vriethoff, Illustrator). Little Brown Books for Young Readers.

Title: Maybe Days: A book for Children in Foster Care

Resource type: book

Author: Jennifer Wilgocki and Marcia Kahn Wright

Approximate Cost: \$9.99-\$14.95

Location: widely published and available on most online marketplaces

Description: *Will I live with my parents again? Will I stay with my foster parents forever? For children in foster care, the answer to many questions is often "maybe."*

Maybe Days addresses the questions, feelings, and concerns these children most often face. Honest and reassuring, it also provides basic information that children want and need to know, including the roles of various people in the foster care system and whom to ask for help.

An extensive afterword for adults caring for foster children describes the child's experience, underscores the importance of open communication, and outlines a variety of ways to help children adjust to the "maybe days" — and to thrive. (From APA.org)

Full citation: Wilgocki, J. and Kahn Wright, M.. (2002). *Maybe Days: A book for Children in Foster Care*. (A. Imre Geis, Illustrator). American Psychological Association.

Title: What Do You Know? Card Game 2nd Edition

Resource type: game/toy

Author: Rowan Medicine Cares Institute and the National Child Traumatic Stress Netowek

Cost: \$22.60

Location:

<https://shop.rowan.edu/store/events/items/47852#:~:text=2nd%20Edition%20%2D%20What%20Do%20You,open%20up%20about%20child%20abuse>

Description: *2nd Edition – What Do You Know? Is a bilingual therapeutic card game about child sexual & physical abuse and domestic violence. A wonderful tool to be used in many different ways to help children and their families open up about child abuse. Each individual card is written in English and Spanish and the instructions for clinicians are bilingual as well. (Rowan University Website)*

Full citation: What do you know? 2nd edition [Card Game]. (2019). Rowan Medicine Cares Institute.

Title: Functional Behavior Assessment (FBA)

Resource type: concept/framework

Author: N/A

Cost: N/A

Location: N/A

Description: Functional Behavior Assessment, often called an “FBA,” is process for systematically identifying the reasons behaviors occur and what factors in the environment might be contributing to that behavior continuing to occur. There are many processes for completing an FBA, but typically those processes involve: 1) identifying and operationally defining the target behavior, 2) gathering information about the behavior and its history through interviews, record review, and other strategies as needed, 3) direct observation of the behavior occurring in context, 4) hypothesis generation regarding the “function” of the behavior. The results of an FBA are usually used to create a plan, sometimes called a “behavior intervention plan” to change the behavior in some way based on the reasons that behavior is thought to occur and continue. A more complex version of this process, which includes setting up situations to “test” hypotheses is sometimes referred to as “functional behavior analysis,” but more often these terms are used interchangeably.

Relaxation

Title: Calm Caddy/Calm Box

Resource type: concept/framework

Author: unknown

Cost: cost of materials will vary

Location: N/A

Description: A calm caddy or box is a collection of items that can be used to support coping. The caddy is intended to be an accessible recourse that is available for individuals to utilize as needed. Items to include in caddy should be individualized to meet the needs and preferences of its intended user. Items might include, small items that engaged the senses and that encourage self-expression.

Affective Modulation

Title: Emotional ABCs

Resource type: suite of tools/curriculum

Author: not available

Cost: \$14 a month for therapists and behavioral health providers with discounts for yearly memberships

Location: <https://www.emotionalabcs.com/>

Description: *The Emotional ABCs Program, a sequential, skill-building Social Emotional Learning (SEL) curriculum for children ages 4-11, was developed in 2010 in collaboration with psychologists, therapists, and educators and continues to evolve in response to input from mental health experts and educators. The Emotional ABCs Program can be done at home by an individual child and can also be used in-class or via distance learning in teacher-led sessions. (from listed website). Resources include lessons, online games, videos, workshops and print materials to teach social and emotional skills.*

Title: Feelu: Emotions and Mindfulness

Resource type: application (apple only)

Author: Little Whale, Inc.

Cost: Free with in app purchases

Location: <https://apps.apple.com/ng/app/feelu-emotions-mindfulness/id1462795455>

Description: *FEELU is a multi-award-winning ad-free digital application designed to improve children's social-emotional development. FEELU has three worlds: Feelings, Kindness, and Mindfulness. Specifically, FEELU helps children to:*

- acknowledge their feelings and handle them in a healthy manner*
- offer different strategies to calm down and cope with tantrums*
- be mindful and relax their bodies*
- be grateful*
- be kind and empathetic to each other and to animals*
- react safely to bullying*

FEELU helps children to identify their feelings and handle them in a healthy manner through stories, examples, and games. FEELU also offers 5-breath meditation to scan the body and relax the mind. FEELU encourages children to be kind, grateful, mindful, and empathetic. It also offers suggestions on how to react to bullying. However, FEELU is not a replacement for professional therapy or advice. (from the apple iTunes store).

Title: iCan Special Needs Learning- Autism Games, Videos, and Books

Author: BFTV LLC app

Resource type: Application (apple and google play)

Cost: free, in app purchases

Location: <https://icanapp.com/>

Description: Special curriculum activities including educational videos, learning games, songs, books, printables, and a grown-up section (information to extend information to caregivers). (Summarized from icanapp.com)

Title: Words for Worry Word Search

Resource type: game/toy

Author: N/A

Cost: variable

Location: many versions exist online or can be made

Description: A word search is an array of letter displayed as a grid in which words have been “hidden.” The hidden words are listed near the array. By carefully examining the array, the player is intended to identify the words and to circle or draw a line through them. In this version, the hidden words would all be words related to or synonymous to “worry.” Many online word search makers allow the user to select the words that are hidden in the array and the difficulty of the search.

Title: Zones of Regulation

Resource type: curriculum /program

Author: Leah Kuypers, MA Ed. OTR/I

Cost: \$60 for the manual on socialthinking.com, there are many resources and packages related to this comprehensive curriculum and prices vary

Location: <https://zonesofregulation.com/index.html>

Description: *The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort*

these feelings into four colored Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. (From the listed website)

Full citation: Kuypers, L. (2011). *The Zones of Regulation: A Curriculum Designed to Foster Self-regulation and Emotional Control*. Think Social Publishing, Incorporated.

Title: Feelings Thermometer

Resource type: concept/framework

Author: unknown

Cost: n/a

Location: many versions of this tool and blank template are available online, or can be made; guidance on how to use the tool also varies and is widely available

Description: A feelings thermometer is a generic term describing a visual and conceptual learning aid developed collaboratively with the client in session to describe valence or intensity of a particular feeling/emotion. For example, a client may use a thermometer to identify the thoughts, feelings, and behaviors that accompany their increasing anger moving from calm to enraged. You can use this tool to teach many concepts such as “checking in” on feelings and identifying strategies to “cool down” based on the intensity of the emotion. The conceptual groundwork for the feelings thermometer is not clear, but likely linked to research and practice in medicine regarding measurement of pain. A closely related concept is a Subjective Units of Distress Scale (SUDS) and Incredible 5-Point Scale also described in this guide.

Title: Power Cards

Resource type: concept/framework

Author: Elise Gagnon

Cost: About \$20-50 for books describing the concept as listed on online marketplaces; implementation guides are also available free online (see Spencer et al., 2008 below); cost of materials to create will vary

Location: books are available widely in book stores and online marketplaces

Description: *The Power Card Strategy is a visually based strategy used to connect an appropriate behavior or social skill to an individual's special interest (Keeling et al., 2003, p. 104) and consists of two parts: a personalized script and a Power Card. Following the guidelines established by Gagnon (2001) and Keeling et al., the script is typically read prior to an event that is problematic for the child or youth and contains the following elements:*

- *a brief scenario written at the child's comprehension level that centers on the child's individual hero or special interest and the problem behavior or situation;*
- *pictures or graphics about the special interest;*
- *a brief scenario about the child's hero or model attempting a solution to the problem similar to the one the child is experiencing;*
- *a rationale for why the hero or model should use a positive behavior*
- *a brief three to five step strategy outlining the hero's problem solving method, including a description of how the hero experiences success with the strategy;*
- *a note of encouragement for the child to try the new behavior*

A Power Card is then written that is a small card that synthesizes the strategy based on the Power Card script and can be easily carried between settings. (Spencer et al., 2008, pg. 4)

Suggested citations and resources for further learning:

- Gagnon, E. (2001). Power cards: Using special interests to motivate children and youth with Asperger syndrome and autism. Shawnee Mission, KS: Autism Asperger Publishing
- Keeling, K., Myles, B., Gagnon, E. & Simpson, R. (2003). Using the power card strategy to teach sportsmanship skills to a child with autism. *Focus on Autism and Other Developmental Disabilities*, 18, 103-109.
- Myles, B. S., Trautman, M. L., & Schlevan, R. L. (2006). *The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations*. Autism Asperger Publishing Company: Shawnee Mission, KS.
- Spencer, V. G., Simpson, C. G., Day, M., & Buster, E. (2008). Using the power card strategy to teach social skills to a child with autism. *TEACHING Exceptional Children Plus*, 5(1) Article 2. Retrieved [date] from <http://escholarship.bc.edu/education/tecplus/vol5/iss1/art2>

Title: Supportive Parenting for Anxious Childhood Emotions (SPACE) Treatment

Resource type: curriculum/program

Author: Eli R. Lebowitz, Ph.D.

Cost: n/a

Location: <https://www.spacetreatment.net/>

Description: *Parents who participate in SPACE will learn skills and tools to help their child overcome anxiety, OCD or related problems. The treatment focuses on changes that parents can make to their own behavior, they do not need to make their child change. The two main changes that parents learn to make in SPACE treatment are to respond more supportively to their anxious child and to reduce the accommodations they have been making to the child symptoms. (From the SPACE website.)*

Cognitive Coping

Title: Comic Strip Conversations

Resource type: book; concept/framework

Author: Carol Gray

Cost: about \$8-\$10 for the book; materials costs will vary

Location: available through various retailers

Description: *Carol Gray combines stick-figures with -conversation symbols- to illustrate what people say and think during conversations. Showing what people are thinking reinforces that others have independent thoughts - a concept spectrum children don't intuitively understand. Children can also recognize that, although people say one thing, they may think something quite different - another concept foreign to -concrete-thinking- children. Children can draw their own - comic strips- to show what they are thinking and feeling about events or people. Different colors can represent different states of mind. These deceptively simple comic strips can reveal as well as convey quite a lot of substantive information. (From goodreads.com)*

Title: TF-CBT Triangle of Life

Resource type: application (google play and apple iTunes)

Author: Allegheny Health Network

Cost: free

Location: <https://tfcbt.org/tf-cbt-triangle-of-life/>

Description: *TF-CBT Triangle of Life game is designed to help children age 8-12 better understand their thoughts, feelings and behaviors, and move toward a better quality of life. During this game, the player takes the role of the lion in a jungle story, guiding other animals toward more positive experiences and relationships. (From Press Release linked on TFCBT.org)*

Full citation: Allegheny Health Network. (2015). TF-CBT Triangle of Life. Version 3.1. Apple iTunes and Google Play.

Title: Worry Bugs: An Educational Activity About Worry

Resource type: application; game/toy

Author: Therapist Aid

Cost: Unlimited use as an “annual supporting member” of Therapist Aid- \$9 a month or \$75 per year

Location: <https://www.therapistaid.com/interactive-therapy-tool/worry-bugs>

Description: *Worry Bugs are a fun, colorful, and engaging way to teach children about worry and anxiety. Children will choose one of fifteen unique bugs, name them, and then complete games and activities related to worry. Each activity has a psychoeducation component that teaches general knowledge, triggers, warning signs, coping skills, and more.*

After completing each activity, visit the review section to print a colorful summary worksheet of the information, and your client's responses to questions. (From Therapistaid.com).

Title: Don't feed the worry bug

Resource type: book

Author: Andi Green

Approximate Cost: \$6.99 - \$14.99

Location: widely published and available on most online marketplaces; also available as an e-book

Description: *Meet Wince, The Monster of Worry, and his number one nemesis, the WorryBug! In this engaging follow-up to The Monster Who Couldn't Decide, Andi Green has created a whimsical adventure that brings another emotion to life. Join Wince as he discovers the secret to keeping his worries from getting monstrous. Using unique drawings and clever rhymes, Don t Feed The WorryBug carries an insightful message that readers of all ages will enjoy. Printed with environmentally friendly Soy Inks. Winner of a Creative Child Book Of The Year Award! (from goodreads.com)*

Full citation: Green, A. (2011). Don't feed the worry bug. Monsters in My Head, LLC. Childtherapytoys.com 40 Aero Road, Unit #2, Bohemia, NY 11716.

Title: Helping young worriers beat the worry bug: A practical and fun-filled guide of therapeutic ideas and activities

Resource type: book

Author: Dr. John Irvine, Ph.D., Illustrated by Andi Green

Approximate Cost: \$13.50

Location: widely published and available on most online marketplaces

Description: (from amazon) The Helping Young Worriers Beat the WorryBug guide is intended to be used in conjunction with the Don't Feed the WorryBug story book. The guide is designed to support anyone interested in helping their child thrive emotionally. Written by renowned Australian Child-psychologist Dr. John Irvine and illustrated by Andi Green, creator of the WorryWoo Monsters, this book helps children and their parents evaluate, understand and beat the WorryBug. Explanations on anxiety, mindfulness and thought beating coupled with games and activities to battle the WorryBug make this no-nonsense book the perfect solution to arm our children with positive strategies to overcome worry.

Full citation: Worry Bugs. Irvine, J. & Green, A. (2014). Helping young worriers beat the worry bug: A practical and fun-filled guide of therapeutic ideas and activities. USA: Monsters in My Head, LLC.

Title: Superflex... A Superhero Social Thinking Curriculum Package

Resource type: curriculum/program

Author: Stephanie Madrigal and Michelle Garcia Winner (illustrator)

Cost: two books set is listed at \$59.99 on socialthinking.com

Location: <https://www.socialthinking.com/Products/superflex-superhero-social-thinking-curriculum>

Description: *Looking for an engaging way to teach flexibility, perspective taking, social awareness, and self-regulation? Kids around the world are having fun learning about their own super-strengths using the Superflex® Curriculum. Students learn how to become a flexible superhero through engaging and motivating activities. This two-book set comes with a storybook about how one Superflex (Aiden) takes on a group of imaginary creatures called UnthinkaBots (previously called Unthinkables), specifically Rock Brain. Students get to learn that everyone has UnthinkaBots in their brain, even teachers and parents! Students pretend to go to the Superflex Academy where they learn that they too can become their own superhero and manage their own team of UnthinkaBots. The curriculum guide includes lessons, handouts, and*

visual tools to transform your classroom, clinic, or home into a Superflex Academy. (From socialthinking.com)

Title: Incredible 5-Point Scale

Resource type: book; concept/framework

Author: Kari Dunn Buron and Mitzi Curtis

Cost: about \$10-\$25

Location: <https://www.5pointscale.com/> (available for sale widely as a paperback and e-book)

Description: *This book uses a practical and user-friendly format to assist teachers, therapists, practitioners and parents in using a simple 5-point scale to break down social and emotional concepts and teach this information in a highly systemized manner. In this 2nd edition, Buron and Curtis include examples of work done using the 5-point scale over the past 10 years. The result includes refinements to the original scales, now considered "classics" in homes and classrooms across the country and abroad, as well as plenty of new scales specifically designed for two groups of individuals: young children and those with more classic presentations of autism, as well as an expanded use of the Anxiety Curve. This edition also includes a list of goals and objectives related to incorporating scales in a students' IEPs.* (from 5pointscale.com)

Full citation: Buron, K. & Curtis, M. (Irvine, J. & Green, A. (2021). Incredible 5-Point Scale: Assisting Students in Understanding Social Interactions and Managing their Emotional Responses.

Title: Playing CBT- Therapy Games for Kids Age 7-14 to Develop Awareness of Thoughts, Emotions & Behaviors, Improve Social Skills, Coping Skills and Enhance Self Control, 15-Games-in-1. Updated Version 2022

Resource type: game/toy

Author: Shelly Zantkeren

Cost: about 70- 90\$

Location: <https://playingcbt.com/>

Description: *"Playing CBT" is a company that develops therapy games based on the Cognitive-Behavioral Therapy (CBT) approach and Schema Therapy approach, designated for therapists, counselors, educators and the whole family. It is designed to support therapy for children and adolescents or to be used as a fun game that facilitates communication and coping with emotional and behavior issues in group settings.*

My games help children, adolescents and parents identify the different elements of their emotional experiences (thoughts, emotions, physical sensations and behavior) and provides a basis for reflection and discussions, which then improve coping capabilities and promote cognitive flexibility and more positive emotional, physical and behavioral reactions.

All my games provide an indirect and pleasant means for improving social skills, coping skills, self-control, emotional regulation, emotional awareness and self-resilience. (From playingcbt.com)

Title: Secret Agent Society

Resource type: curriculum/program

Author: Social Science Translated

Cost: variable

Location: www.sst-institute.net

Description: Secret Agent Society curricula include a small group intervention/program and a computer game. The small group program and the computer game can be used together or as stand alone interventions:

SAS teaches children how to detect the thoughts and feelings of themselves and others, with the aim to enhance perspective-taking and to diversify their understanding and accuracy when reading emotional expressions and intensities. This can be an important goal for a range of children.

The program also upskills children to integrate relevant contextual, verbal and nonverbal clues to accurately interpret social situations – targeting strengths and weaknesses associated with central coherence processes (i.e. focusing on details that aren't necessarily linked to the 'big picture') that are also hypothesised to play a role in social interactions. By teaching new skills with this approach, children learn to recognise how to identify useful 'big picture' clues for another person or the situation, while continuing to use their complementary strength of focusing on detailed clues. (from secretagentsociety.com)

Trauma Narration and Processing

Title: Subjective Units of Distress (SUDS)

Resource type: framework/concept

Author: Joseph Wolpe (1969)

Cost: N/A

Location: N/A

Description: Subjective Units of Distress (SUDS) are a tool often used in cognitive therapies to understand how upset or distressing a participant finds a specific experience, memory, or thought. Often SUDS scales are used to develop a “fear hierarchy” described elsewhere in this guide. As therapy progresses, it is expected that an individual’s SUDS will decrease when confronted with previously distressing stimuli.

Suggested citations and resources for further learning:

- Initial publication on the topic: Wolpe, J. (1969). *Subjective Units of Distress Scale (SUDS)* [Database record]. APA PsycTests.
- APA PsychTests Database entry:
<https://psycnet.apa.org/doiLanding?doi=10.1037%2F05183-000>

Title: Break Word

Resource type: framework/concept

Author: N/A

Cost: N/A

Location: N/A

Description: A break word is a verbal utterance or use of a picture symbol, gesture, sign, other deliberate and mutually agreed upon communicative strategy used to request a “break.” Many people will need to be taught how to request a break and shown that their request will be honored before they begin to request breaks when needed or desired. The structure of the break (length, break activities, etc.) should be proactively discussed and planned. Breaks can be practiced, prompted, and offered on a schedule to further support learning.

Title: Online Sand Tray

Resource type: website

Author: Dr. Karen Fried

Cost: free

Location: <https://onlinesandtray.com/>

Description: This is a virtual model of a sand tray. The user can interact by placing a variety of virtual objects which are provided into the sand tray to create a picture. You can save the picture as a .jpeg or simply clear when finished.

Title: Virtual Sand Tray

Resource type: website; application for iOS

Author: Virtual Sandtray, LLC

Cost: client version is free, therapist version is \$169

Location: <https://www.virtualsandtray.org/>

Description: *Virtual Sandtray was created to provide a creative, expansive, projective, portable tool to allow clients to create their world(s) in therapeutic sessions both in person and remote, utilizing the powerful, projective technique of sand therapies.* (From [virtualsandtray.org](https://www.virtualsandtray.org))

In-Vivo Mastery

Title: Fear Hierarchy

Resource type: concept/framework

Author: n/a

Cost: n/a

Location: none

Description: This therapeutic strategy creates a plan for exposure activities by helping the user to rank related activities in terms of that individuals perceived distress to engaging in those activities.

Suggested citations and resources for further learning:

- <https://www.sciencedirect.com/topics/psychology/fear-hierarchy>

Conjoint Sessions

Title: Circles Curriculum

Resource type: program/curriculum

Author: Leslie Walker-Hirsch, Med, Marklyn Champagne, RN, MSW & James Stanfield, EDD

Cost: about \$1,400 for the Level 1 & 2 bundle

Location: www.stanfield.com/product/circles-curriculum-bundle-w1037-3/

Description: *The Circles Program teaches **social distance** and **levels of intimacy** through the use of **six color-coded concentric circles**. Starting from the center circle, which represents the self, each new colored circle represents behaviors, feelings, and actions appropriate to the distance from the center of self.* (from stanfield.com). The circles curriculum materials include videos teaching and modeling program concepts as well as manuals for implementation and teaching materials.

Enhancing Safety/Social Skills

Title: Hula Space

Resource type: concept/framework

Author: n/a

Cost: costs of materials will vary

Location: one description of the hula hoop personal space strategy can be found here-
<https://www.waterfordupstart.org/personal-space-circle/>

Description: This strategy uses a hula hoop as a tool create a concrete representation of an appropriate distance for maintaining personal space. You can practice moving through space with care for distance from others using the hula hoop.

Title: NO, GO, AND TELL! Ms. Clementine's Personal Safety Lesson

Resource type: book

Author: Marilyn A. Pittelli

Cost: \$18-\$28 (on amazon.com)

Location: <https://www.amazon.com/No-Go-Tell-Clementines-Personal/dp/1645846709>

Description: *NO, GO, And TELL! Ms. Clementine's Personal Safety Lesson is an empowering and comprehensive sexual abuse prevention lesson written for five to nine year olds. This story follows Ms. Clementine, a health teacher, visiting an elementary school classroom to share a message about personal safety. During the lesson, the students discuss and learn different types of touches and feelings, including appropriate and inappropriate touching and viewing of their private parts. On a whiteboard slide presentation, Ms. Clementine reviews body part names, followed by teaching three important safety words that will give children the power to protect themselves from touches and feelings they don't like. At the end of the lesson, when one of the students privately shares with Ms. Clementine that she had a bad touch, Ms. Clementine knows exactly what to do and say to make her feel better and safe. (from amazon.com)*

Title: Social Stories

Resource type: concept/framework

Author: developed by Carol Gray

Cost: cost will vary based on materials used

Location: <https://carolgraysocialstories.com/>

Description: Social stories are a narrative strategy for teaching autistic children social skills and providing information needed to navigate specific social interactions. Social stories describe what to do or what will happen using a story format.

Suggested citations and resources for further learning:

- <https://carolgraysocialstories.com/>
- Kokina, Anastasia, and Lee Kern. "Social Story™ interventions for students with autism spectrum disorders: A meta-analysis." *Journal of autism and developmental disorders* 40 (2010): 812-826.

Beyond the Matrix: Uncategorized and Additional Resources

Title: Breaking Free of Child Anxiety and OCD: A Scientifically Proven Program for Parents

Resource type: book

Author: Eli R. Lebowitz, Ph.D.

Cost: around \$12

Location: available widely in book stores and online marketplaces

Description: *Breaking Free of Child Anxiety and OCD: A Scientifically Proven Program for Parents is the first and only book to provide a completely parent-based treatment program for child and adolescent anxiety. Parents will learn how to alleviate their children's anxiety by changing the way they themselves respond to their children's symptoms--importantly, parents are not required to impose changes on their children's behavior. Instead, parents are shown how to replace their own accommodating behaviors (which allow anxiety to flourish) with supportive responses that demonstrate both acceptance of children's difficulties and confidence in their ability to cope. From understanding child anxiety and OCD, to learning how to talk with an anxious child, to avoiding common traps and pitfalls (such as being overly protective or demanding) to identifying the ways in which parents have been enabling a child's anxious behaviors, this book is full of detailed guidance and practical suggestions. Worksheets are included to help parents translate the book's suggestions into action, and the book's compassionate and personable tone will make it a welcoming resource for any concerned parent. (From goodreads.com)*

Full citation: Lebowitz, Eli. (2021). Breaking Free of Child Anxiety and OCD: A Scientifically Proven Program for Parents A Scientifically Proven Program for Parents. 10.1093/med-psych/9780190883522.001.0001.

Title: ASD and Me: Learning about Autism Spectrum Disorder

Resource type: book

Author: Teresa DeMars (author and illustrator) Donnie DeMars (illustrator)

Cost: about \$10

Location: paperback and e-book available through various retailers

Description: *IMPROVED & UPDATED! Back in 2010, author Teresa DeMars went looking for a children's picture book to explain autism to her son. When she couldn't find one that fit the characteristics of his autism, she wrote and illustrated ASD and Me. Written for kids diagnosed with Asperger's Syndrome, PDD-NOS, or autism, parents will appreciate the way this heartwarming children's picture book will help them explain Autism Spectrum Disorder (ASD) to their child on the spectrum. ASD and Me is written from the point of view of Eli, a seven-year-old boy who has ASD. Through the story, Eli explains how he was diagnosed, and how ASD affects the way he thinks and interprets the world around him. He also talks about some of the social and life skills he has learned that help him fit in with others. The story concludes with some of the interests and activities Eli shares with other children. ASD and Me is a great book to help introduce the subject of autism to siblings, classmates, extended family and to those on the spectrum. (From goodreads.com).*

Title: NoNo the Little Seal

Resource type: book

Author: Judith Feldman

Cost: prices vary- this books is currently only available used as it is currently out of print

Location: out of print

Description: *NoNo thinks his uncle is a special friend, but when he begins touching him in private places, NoNo is confused, upset and becomes withdrawn. By telling someone what happened, NoNo is supported and protected by his parents and other friends.*

The story is told in a way that is gentle and uplifting, and it is designed to encourage open communication within families. Comes with a dramatised CD of the story and songs. (From parentsprotect.co.uk)

Title: The Survival Guide for Kids with Autism Spectrum Disorders (and Their Parents)

Resource type: book

Author: Elizabeth Verdick and Elizabeth Reeve, MD

Cost: about \$12-\$50

Location: available as e-book and paperback from various retailers

Description: *This positive, straightforward book offers kids with autism spectrum disorders (ASD) their own comprehensive resource for both understanding their condition and finding tools to cope with the challenges they face every day.*

Some children with ASD are gifted; others struggle academically. Some are more introverted, while others try to be social. Some get “stuck” on things, have limited interests, or experience repeated motor movements like flapping or pacing (“stims”). The Survival Guide for Kids with Autism Spectrum Disorders covers all of these areas, with an emphasis on helping children gain new self-understanding and self-acceptance.

Meant to be read with a parent, the book addresses questions (“What is ASD?” “Why me?”) and provides strategies for communicating, making and keeping friends, and succeeding in school. Body and brain basics highlight symptom management, exercise, diet, hygiene, relaxation, sleep, and toileting. Emphasis is placed on helping kids handle intense emotions and behaviors and get support from family and their team of helpers when needed. The book includes stories from real kids, fact boxes, helpful checklists, and resources. Sections for parents offer additional information. (From goodreads.com).

Title: Ursula Unwinds Her Anger

Resource type: book

Author: Kristina Marcelli Sargent, MSW

Cost: about \$4-\$22

Location: available as an e-book or paperback from various retailers

Description: *I have recently become passionate about using age-appropriate ways to teach young children mindfulness as a way for children to have some inner peace and inner safety despite their outer life circumstances. Mindfulness, put simply, is awareness in the present moment (noticing thoughts, feelings, bodily sensations, feelings, and the surrounding environment in the moment instead of getting caught up in the thoughts and worries of past and future). Although many people are familiar with this being very helpful for adults, this is also an excellent skill for children to learn too! Awareness is the foundation to all life experiences and skills. When children increase their awareness in the present moment, they can increase attentive skills, better regulate their feelings, make safe choices, and notice and attend others' feelings. When children notice others' feelings, beautiful things like empathy, kindness, compassion, forgiveness, and appropriate assertiveness skills can begin to grow. Just think of a world where children could grow to carry around an awareness of their own inner peace and thus act in peaceful ways in a world that is sometimes anything but peaceful. That is a world I would want to live in and a world I would want to give to future generations. (From Amazon.com).*

Title: Alert Program

Resource type: curriculum/program

Author: TherapyWorks, Inc.

Cost: Courses start at \$150 without CEUs

Location: www.alertprogram.com

Description: OT designed courses to teach self-regulation.

Title: CBT Animals: Stories and Worksheets to Teach Children about Cognitive Distortions.

Resource type: concept/framework

Author: Closet Counselor

Cost: \$10

Location:

<https://www.teacherspayteachers.com/Browse/Search:cbt%20animals:stories%20and%20worksheets%20to%20teach%20children%20about%20cognitive%20distortions>

Description: *If you're looking for an evidence-based practice to help children with mental health problems or behavioral issues, Cognitive Behavioral Therapy (CBT) is a great option. And this activity makes it even easier for younger children to understand and apply the concepts of CBT through engaging stories.*

Ideal for use in a 12-week group or with individual children, these stories help children identify and understand cognitive distortions, a common issue that can cause or exacerbate mental health problems. By presenting these concepts in a fun and relatable way, children can learn valuable coping skills that can help them overcome negative thought patterns and build self-esteem.

Designed specifically for younger children, these stories are perfect for parents, teachers, or therapists looking for a fun and effective way to help children learn about CBT. So why not help your child or student learn the skills they need to manage their mental health and behavioral issues with this amazing activity? Give it a try today and see the difference it can make!

*Check out the preview to get one free story, questions and worksheet

Included:

- 1 story about the idea of CBT
- 12 stories and follow up questions (each a different distortion)
- 12 worksheets- one related to each distortion
- 2 pages of printable puppets
- 1 page of all characters and information about each distortion

(From teacherspayteachers.com)

Title: Facing Your Fears

Resource type: book; curriculum/program

Author: Judy Reaven, Ph.D., Audrey Blakely-Smith, Ph.D., Shana Nichols, Ph.D., Susan Hepburn, Ph.D.

Cost: about \$90

Location: <https://products.brookespublishing.com/Facing-Your-Fears-Facilitators-Set-P144.aspx>

Description: *Anxiety is one of the biggest challenges faced by children with high-functioning autism spectrum disorders and Asperger syndrome. Help them conquer their fears—and participate more fully in home, school, and community life—with this innovative group therapy program for children 8–14 years old and their parents.*

Ideal for small groups of 4–5 children but also effective in one-to-one therapy, this proven, ready-to-use program is a must for mental health professionals who work with children and families in clinical settings. Developed to address the specific needs and challenges of children with high-functioning ASD and Asperger syndrome, Facing Your Fears works because it

- *targets specific fears or worries that interfere with day-to-day functioning at home and school*
- *actively involves parents in every session—the key to helping children make progress and ensuring that families provide skillful, sensitive support*
- *is backed by more than 7 years of funded research, including two clinical trials with positive outcomes*
- *engages children with memorable, age-appropriate strategies for defeating anxiety, from creating "worry bugs" to filming movies of themselves facing their fears*
- *gives children repeated opportunities to practice their social interactions with others*
- *uses the highly effective principles of cognitive behavioral therapy*
- *helps children and parents generalize the skills they learn in group to other settings*

Facing Your Fears includes everything professionals need to run a successful program—a Facilitator's Manual, one Parent Workbook, and one Child Workbook. With the Facilitator's Manual, group leaders will get complete guidance on conducting each session: clear step-by-step instructions, materials lists, goals, sample schedules, and helpful hints for running sessions smoothly.

The Parent Workbooks and Child Workbooks (also sold separately in packs of 4) give children and families a wide variety of creative activities to help them fight fears and worries head-on, both inside and outside the group setting. And the included DVD inspires and motivates kids with sample movies of real children facing their fears. (From bookespublishing.com)

Title: DBT Skills Manual for Adolescents

Resource type: book

Author: Rathus, Miller, & Linehand (2014)

Cost: \$39.00-\$55.00 (paperback on amazon.com)

Location: <https://www.amazon.com/DBT%C2%AE-Skills-Manual-Adolescents-Rathus/dp/1462515355>

Description: *From leading experts who have trained thousands of professionals in dialectical behavior therapy (DBT), this manual provides indispensable tools for treating adolescents with emotional or behavioral problems of any level of severity. Clinicians are guided step by step to teach teens and parents five sets of skills: Mindfulness, Distress Tolerance, Walking the Middle Path (a family-based module developed by the authors specifically for teens), Emotion Regulation, and Interpersonal Effectiveness. Designed for optimal clinical utility, the book features session outlines, teaching notes, discussion points, examples, homework assignments, and 85 reproducible handouts, in a large-size format for easy photocopying. Purchasers also get access to a webpage where they can download and print the reproducible materials.*

See also the authors' Dialectical Behavior Therapy with Suicidal Adolescents (with Marsha M. Linehan), which delves into skills training and other DBT components for those at highest risk. (from amazon.com)

Title: You and Your Anxious Child: Free Your Child from Fears and Worries and Create a Joyful Family Life

Resource type: book

Author: Albano & Pepper (2013)

Cost: \$18.00 (new paperback on amazon.com)

Location: <https://www.amazon.com/You-Your-Anxious-Child-Worries/dp/1583334955>

Description: *Anxiety affects more children and teens than any other psychiatric illness, but it's also the most treatable emotional disorder. Some 25 percent of children and adolescents will suffer an anxiety disorder at several points in their lifetime, resulting in serious problems in their ability to function in school, with peers, and on a general day-to-day basis. A renowned researcher and clinician who has developed groundbreaking, proven coping strategies illuminates a new path to fear-free living for families.*

You and Your Anxious Child differentiates between separation anxiety, generalized anxiety, and social phobia, and guides parents on when and how to seek intervention. With moving case studies, such as Jon's, whose mother quit her job because his separation anxiety compelled her to stay with him full-time, this book elucidates the nightmare that families can be living, and helps them understand that they are not alone. Every step of the way, Albano illustrates proven therapies to manage anxiety issues in children while addressing the emotional needs of parents, too. You and Your Anxious Child brings much-needed hope to families, helping them shape a positive new vision of the future.(from amazon.com)

Title: Helping Your Anxious Child: A Step-by-Step Guide for Parents

Resource type: book

Author: Rapee et al., 2022

Cost: \$16.81 (new paperback on amazon.com)

Location: https://www.amazon.com/Helping-Anxious-Child-Step-Step-dp-1684039916/dp/1684039916/ref=dp_ob_title_bk

Description: *Most children are afraid of the dark. Some fear monsters under the bed. But at least ten percent of children have excessive fears and worries—phobias, separation anxiety, panic attacks, social anxiety, or obsessive-compulsive disorder—that can hold them back and keep them from fully enjoying childhood. If your child suffers from any of these forms of anxiety, this book offers new, practical, and evidence-based proven tools that can help.*

Now in its third edition, Helping Your Anxious Child has been expanded and updated to include the latest research and techniques for managing child anxiety, and includes new information on helping very young children and adolescents; as well as anxiety in children with behavioral problems, learning difficulties, or medical conditions. The book offers proven-effective skills based in cognitive behavioral therapy (CBT), exposure therapy, and mindfulness and relaxation techniques to aid you in helping your child overcome intense fears and worries. You'll also find out how to relieve your child's anxious feelings while parenting with compassion.

Parents will learn:

- *How to help your child practice "detective thinking" to recognize irrational worries*
- *What to do when your child becomes frightened*
- *How to expose your child gently and gradually to challenging situations*
- *How to help your child learn important social skills*

Also included are links to a free downloadable workbook for parents, and an activity book for kids. The kid-friendly, illustrated activity book will help your child take an active role in learning to manage their anxiety, as they learn and practice the skills outlined in Helping Your Anxious Child. (from amazon.com)

Title: A Workbook about Taking Care of Me: An Educational Book about Body Safety

Resource type: book

Author: Lori Stauffer, PhD and Esther Deblinger, PhD

Cost: \$12.00

Location: https://hffbooks-com.3dcartstores.com/Lets-Talk-About-Coping-and-Safety-Skills_p_42.html or available free for residents of New Jersey from the lending library of the New Jersey Adoption Resource Clearinghouse

Description: *An interactive workbook for parents, counselors and other caring adults to read with children to help them learn about personal safety (including sexual abuse, physical abuse, stranger abduction and bullying) and coping skills. This workbook is therapeutic in nature and is appropriate and beneficial to read with all children in elementary school, including those with and without a suspected or known history of sexual or physical abuse. Detailed guidelines are*

provided to help parents and other adults use the book most effectively. (from hope for families website)

Full citation: Stauffer, L., Deblinger, E. (2003). Let's Talk about Taking Care of Me: An Educational Book about Body Safety (L. Stauffer and B. Moyer, photos). Hopefor families, Incorporated.

Title: Schedules of Reinforcement

Resource type: concept/framework

Author: n/a

Cost: n/a

Location: n/a

Description: Schedules of reinforcement are a concept from behavioral psychology that describe how often and under what conditions reinforcement is provided. Manipulating schedules of reinforcement can produce changes in behavior and how quickly a new behavior is learned. Each schedule has specific benefits and challenges. Schedules of reinforcement are:

- Continuous – reinforcement is provided every time a behavior occurs
- Partial (intermittent) – reinforcement is provided sometimes when the behavior occurs. Some variations on partial reinforcement are:
 - Fixed Interval- reinforcement is provided after a specified amount of time, depending on the presence of the behavior
 - Variable Interval- reinforcement is provided after an unpredictable and varied amount of time, depending on the presence of the behavior
 - Fixed ratio- reinforcement is provided after the behavior is completed a specified number of times
 - Variable ratio - reinforcement is provided after the behavior is completed a unpredictable and varied number of times

Suggested citations and resources for further learning:

- Ferster, C. B., & Skinner, B. F. (1957). *Schedules of reinforcement*. Appleton-Century-Crofts. <https://doi.org/10.1037/10627->
- <https://www.parentingforbrain.com/schedules-of-reinforcement/>