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Symptom Relief

- Boo Boos and Bandages
- Coping Skills
- Thermometer

Emotional Regulation

- Feeling Faces
- Feeling Pie
- Comfort Levels

Brain-Based Learning

Connecting with the Present

- Cleaning Up Negative Thoughts
- Grounding Exercises
- Balloon Breathing

Quieting the Body

- Calm Images
- Calm Down Plan
- Roll a Brain Break!

Mind and Body

- Mind and Body Wellness Plan
- Connecting the Body with Emotions, Introduction
- Connecting the Body with Emotions
- Exercise Diary

II. Attention Deficit Hyperactivity Disorder

Cognitive Skills

Concentration

- Examining Inattention
- Distraction “To Do” List
- Times of Inattention

Impulse Control

- Examining Impulsivity
- Internal vs. External Distractions
- Back on Track! Coping with Distractions
- Creating a Schedule

Metacognition

- Finding a Solution
- Thinking About My Warning Signs
- Reframing Thoughts

Relationship Coaching

Alliance Building

- Family Rules
- End on a Good Note
- All or Nothing and Everything in Between

Reciprocal Relationships

- Say It or Swallow It
- Being a Good Friend
- Staying on Topic, Introduction
- Staying on Topic

Pro-social Skills

- Boundaries
- How Big Is My Problem?
- Does My Reaction Match My Problem?

Competency Skills

Time Management

- Estimating Time
- Goal Setting Worksheet
- Visualization of Distant Rewards

Self-Regulation

- Attention Regulator
- Action Regulator
- Stop and Think! Managing Impulsivity

Memory

- Breaking It Down
- Cues on Cards
- Cognitive Flexibility, Introduction
- Cognitive Flexibility

Brain-Based Learning

Brain Breaks

- Calm Down Bingo, Introduction
- Calm Down Bingo
- Animal Break Ladder
- Whole-Body Games

Healthy Habits

- Healthy Plate, Introduction
- Healthy Plate
- Exercise Routine
- Time for Bed

Positive Mindset

- Positive Self-Reflection Log
- Positive Imagery Practice: In Control and Focused
- Look at What I Accomplished!

III. Autism Spectrum Disorder

Cognitive Skills

Facilitating Conversation

- Allow Me to Introduce Myself, Introduction
- Allow Me to Introduce Myself
- Conversation Map
- Conversation Toolkit

Flexible Thinking

- Flexible vs. Rigid Thinking
- Dealing with Detours
- Embracing Change

Sensory Integration

- Sensory Profile
- Sensory Awareness
- Sensory Escape

Relationship Coaching

Perspective

- Perceptive Taking
- Looking at All Sides
- Common Ground

Emotional Expression

- Emotions Cheat Sheet
- Understanding Emotions
- What's My Emotional Temperature?

Pro-social Skills

- Mindful Communication
- "I" Statement 101
- "I" Statements vs. "You" Statements

Competency Skills

Managing Expectations

- Is it an Emergency?
- Expected vs. Unexpected
- Examining Expectations

Functional Interactions

- My Personal Bubble
- Control My Volume
- Appropriate Touching

Thought Challenging

- Perseveration Log
- Perseveration Information
- Perseveration Action Plan, Introduction
- Perseveration Action Plan

Brain-Based Learning

Relaxation

- Cool Down Checklist
- Race Track Breathing: Warm Up or Cool Down
- Visual Breathing

Social Thinking

- How Can I Help?
- I CAN Make a Choice
- Reaching Out for Help

Brain Games

Emotional Connection Game
Find a Friend
Conversation Cube

IV. Conduct Disorder

Cognitive Skills

Anger

Getting to Know Your Anger
Tackling Anger Mountain
Weekly Anger Diary

Aggression

Times of Acting Out: Introduction
Times of Acting Out: Client
Times of Acting Out: Caregiver
Times of Acting Out: Plan of Action

Dysregulation

Going Back in Time
Recognizing Emotional Limits
Body Reactions

Relationship Coaching

Communication

I Feel
Watch Your Words
Communicating with Others

Alliance Building

Understanding Family Rules
Friends and Family
Respecting Myself and Others

Pro-social Skills

Pro-social Behaviors
Helpful Behaviors
Helpful Self

Competency Skills

Sequencing

Behavior Sequencing, Introduction
Behavior Sequencing: Part 1
Tipping Point: Part 2
Behavior Sequencing Redo: Part 3

Emotion Regulation

Control Cards
Reframing Thoughts
Change of Mind

Emotional Vocabulary

Building Emotional Vocabulary

Linking Emotions, Thoughts, and Feelings
Feeling States

Brain-Based Learning

Creating Peace

Peace Chain
Peaceful Actions
Thinking Peace

Body Control

Recipe for Success
Yell It from the Mountaintop
10-Point Check-In

Gratitude

Letter of Thanks
Little Victories
Grateful Feelings

V. Anxiety

Cognitive Skills

Defining Anxiety

Getting to Know Your Worry
Anxiety Hierarchy, Introduction
Anxiety Hierarchy
Your Worry

Thought Distortion

“Good” Worry vs. “Bad” Worry
Detective
Weighing Your Worries

Physical Reactions/Somatization

Responses, Reactions, and Feelings
How Do You Respond to Your Worry?
Thoughts and Feelings Log

Relationship Coaching

Alliance Building

Talking with Others
Helpful Thinking
Trust Bubble

Assertiveness

Assertiveness Regulator
Three Wishes
To Do, Won’t Do List

Pro-social Skills

Pro-social Behaviors
Stressed Out!
Fear/Anxiety Self-Statements

Competency Skills

Problem Solving

- Red Light, Yellow Light, Green Light
- Creating Your Own Coping Kit
- Stay Calm Checklist

Control

- Circle of Control
- Managing Expectations of Control
- Controlling Your Thoughts

Thought Challenging

- What Will Work?
- How Do We Get There?
- Stop, Rewind, Rethink, Introduction
- Stop, Rewind, Rethink

Brain-Based Learning

Positive Changes

- Within Reach!
- 26 Positive Traits
- Self-Care Routine

Perspective Changing

- Staying in the Present, Introduction
- Staying in the Present
- Let's Box It Away
- You're Not Alone

Brain Games

- Relaxation Rolls
- Mandala
- Anxiety the Alien, Introduction
- Anxiety the Alien

VI. Depression

Cognitive Skills

Mood

- Understanding Your Mood
- Mood Tracking
- Building Your Defense, Introduction
- Building Your Defense

Isolation

- Social Interaction and Mood
- People Around Me
- Support Chain

Emotional Expression

- My Feelings
- Uncut Diamond
- Inside Out

Relationship Coaching

Confidence

- I Am ...
- Your Inner You
- Self-Portrait

Supportive Alliance

- Supportive Responses
- Understanding Stress and Support
- Support Constellation

Self-Esteem

- I Like Me!
- Awards, Introduction
- Awards
- I Am Valuable

Competency Skills

Realistic Thinking

- Reframing Sad Thoughts
- Optimistic Views
- Test Your Thinking

Coping

- Positive Self-Talk, Introduction
- Positive Self-Talk
- The Four Questions
- Coping Skills Tree

Problem Solving

- Stoplight Problem Solving
- Finding Another Solution
- Reaching Out

Brain-Based Learning

Fostering Motivation

- What Drives You?
- Positive Goal Setting
- Self-Improvement Plan

Positive Changes

- Connecting with Your Body
- Making Positive Changes
- Self-Care Plan

Healthy Body

- Get Moving!
- Sleep Schedule
- Emotional Eating

Introduction

C*BT Toolbox for Children and Adolescents* was designed with therapists in mind to provide brief, targeted solutions to a myriad of mental health issues that are frequently present in children. The activities in this workbook enhance traditional CBT by promoting the development of a child's executive functioning, developing social skills, and prompting whole brain approach. Traditional therapy relies heavily on language and the activities in this book accompany language with nonverbal activities to help facilitate growth with individuals who have difficulties reflecting and changing their own negative thinking. This book used a multidisciplinary approach relying on the expertise of school psychologists, social workers and therapists. We have put together an abundance of creative ideas that can engage and inspire allowing clients to express themselves, communicate with others and create positive change.

The workbook covers six clinical areas: Childhood Trauma, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, Conduct Disorder, Anxiety, and Depression. The activities are tailored to specific disorders and symptomology and can be combined to meet the client's needs in regards to interrupting negative thought patterns, developing healthy relationships, and creating a mind-body connection. Within each chapter are four content areas tailored to the specific disorder.

- 1. Cognitive Skills**

These activities focus on recognizing symptoms, determining the impact of negative thinking patterns, and enhancing memory strategies.

- 2. Relationship Coaching**

These activities focus on the development of pro-social behavior, building alliances, and improving interpersonal relationships.

- 3. Competency Building**

These activities target emotional regulation, realistic thinking, coping, and problem solving.

- 4. Brain-Based Learning**

These activities focus on developing a mind-body connection, finding motivation, and developing healthy mental and physical habits.

How to Use this Book

This workbook provides activities to address countless symptoms with skill-building exercises. You will notice three types of worksheets: In-session Exercise, Client Activity and Caregiver Worksheet. These handouts have different uses and each one is written from a different perspective.

In-session Exercises are designed for the therapist to use as a tool while in-session. Including the client, caregiver and therapist in one setting, they are made to spark conversation and make the client comfortable.

Client Activities are created for the child to do themselves either in-session or as homework. Whether supervised by the therapist or their caregiver, they will be able to do the activity at any age or stage in the treatment process.

Caregiver Worksheets are for the parent or caregiver to help them cope and work with the therapist, and also allow them to become part of the therapy process and reinforce strategies being taught in-session.

Although suggestions, ideas, and specific instructions are given, we encourage creativity within your own setting and specialty. These activities can be used to engage children directly in therapy, used in a group format for at-risk children, or as a strength building competency activity. As every therapist knows, skills that are repetitively practiced outside of therapy have a greater chance of being retained and used when faced with challenges.

Think Outside the PAGE

Let these activities act as a springboard to your own creativity. All these activities can be adapted to meet your client's age, developmental capacity, or current stage in treatment. It is important to let the client dictate when a piece is completed and how much they would like to expand the given directive. If a client is invested in a certain activity, you may consider letting him or her work on it over several sessions to maximize your information gathering. A loosely structured approach allows more opportunities for your client to encounter challenges in the process, which will result in opportunities for problem solving, skill building, and relationship building. Keep in mind that once an activity is completed, the client's processing of those skills continues.

Go Beyond the Activity Itself!

The activity or art piece is significantly important to the therapeutic process, the dialogue about the activity is equally important. Consider having the client title each activity and journal about it. Engage in discussions with the client regarding his or her feelings about this process of creating by using nonjudgmental commentary and open-ended questioning.

The artwork is an extension of self to be honored; therefore, it is important to have a plan for what to do with completed pieces to honor them and protect them. This ritual offers closure to the creative process. Options to consider include creating a portfolio to keep in the office until treatment is ended or for the client to take home. You may also find a safe place for the artwork to be on display in the office or use the artwork in other treatment activities; for example, many of the pieces created in session would double nicely as a focal point for guided imagery activities. The artwork could also be used in the client's home as a daily reminder of skills to practice or as a banner of pride and accomplishment. Process these options with the client ahead of time and come to an agreed plan.

Keep in mind that once an activity is completed, the client's processing of those skills continues. There are therapeutic advantages to repeating activities at different points in the therapeutic process. You might consider having the client do the activity again in the same way it was done before and then process the differences. Another option would be to complete a similar version of the activity to better meet where the client is at that particular point in treatment. Both options offer the client opportunity for repetition and mastery.

